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ABSTRACT

This document is a directory of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services Secondary Education and Transition Initiative. Projects included address the following areas: self-determination projects, family networking projects, follow-up and follow-along projects, training and employment projects, postsecondary demonstration projects, research projects on the transition of special populations, and multi-district outreach projects. The compendium is divided into five sections: (1) an introduction which describes the Transition Initiative and the role of the Transition Research Institute at the University of Illinois at Urbana-Champaign; (2) an "Overview of Project Profiles" which outlines the federal grant competitions funded since 1984 and describes in tables, figures, and text the characteristics of the 98 current model projects; (3) the "Project Profiles" which are grouped by competition and describe each project's demography, purpose, focus, project evaluation, and products; (4) indexes which provide access by key project personnel, location, disabilities served, and project titles; and (5) appendixes which contain questionnaires and a list of project directors. (JDD)

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Compendium of Transition Model Programs 1992

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COMPENDIUM
OF
PROJECT PROFILES
1992

JHO- JU TU
W. K. SHIH

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This has been a very productive year for the Model Program Evaluation Team at the Transition Research Institute. A nationwide central database, combined from DESIS (an OSERS database for all OSERS-funded projects) and PCQ (Project Characteristics Questionnaire database for transition projects at the Transition Research Institute) was proposed and completed, hence the Compendium this year reflects key information from both databases.

The authors would like to thank all project directors who have completed and returned the PCQs (Project Characteristics Questionnaire) and EPCQs (Expired Project Characteristics Questionnaire). It would not be possible to present this Compendium without their reports. Appreciations are due to Liang Shao, Hui-Ju Huang, and Jui-Lin Lee for their patience and time on data entry, word processing, and graphics generation. The authors also would like to thank Tom Wermuth, Ben Wallace and Lynda Leach for their suggestions and assistance.

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PREFACE

This document, which has been produced by the Evaluation Technical Assistance Program at the Transition Research Institute at Illinois, is a directory of current and newly-expired projects funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary Education and Transition Initiative. The information and descriptive data contained in the Project Profiles and Summary sections were derived in part from the Project Characteristics Questionnaire and Expired Project Characteristics Questionnaire (PCQ, EPCQ) completed by OSERS-funded project directors in early 1992 (see Appendices A and B). In some cases, additional project information was obtained from the original grant applications and previous years' profiles. The information in the individual competition profiles was gathered directly from the grant announcement packets for each competition.

Readers interested in descriptive information on the projects that expired before 1990 may refer to previous editions of the Compendium or may contact the Institute. Summaries and profiles of projects expiring during 1991 are included in this volume.

The 1992 Compendium is divided into five sections:

- The Introduction describes the Transition Initiative and the role of the Transition Research Institute at Illinois.
- The Overview of Project Profiles outlines the competitions, including current and expired projects, as well as data collected from the current projects.
- The Project Profiles are grouped by competition. Each section contains a description of the competition, and a data summary of the current and recently-expired projects funded under the competition, followed by individual project profiles for current and recently-expired projects. The seven Competition Profiles provide a summary of the purpose, authority, eligible recipients, funds available,

number of grants awarded, and duration of awards for each competition; they precede the individual profiles of current projects for each competition.

The Summary of Project Profiles summarizes the data reported in the individual profiles of current projects for each competition, whereas each current project is described in the Individual Project Profiles. These profiles include project demographic information, purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation, and products.

In 1992, federal funding was terminated for 21 projects. Summaries and project profiles for these "recently-expired" projects can be found under competitions 84.078C and 84.158N. The summary of Expired Project Profiles presents an overview of these projects' purpose, focus of continuation activities, project components being continued, and project products. The individual Expired Project Profiles following each Summary specify the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project. In many cases, dissemination and replication activities are continuing for these projects.

- The Index provides a guide to key project personnel, location, disabilities served, and project titles.
- The Appendices include copies of the PCQ, EPCQ, and the Master Mailing List for Project Directors.

The Compendium is an annual publication of the Transition Research Institute at Illinois intended for use by project directors, OSERS project officers, and Transition Research Institute staff. Others involved in transition efforts may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles to obtain information about specific projects.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

INTRODUCTION

This seventh volume in the series of annual compendia of OSERS transition project profiles represents the current picture of transition as reflected by the 98 active projects nationwide, as well as the 21 expiring projects. Transition has "come of age," in that transition services are now mandated in IDEA (P. L. 101-476) and youths with disabilities can expect their education and training to help prepare them for multifaceted, integrated, post-school environments. Transition services emphasize outcomes to include postsecondary education and vocational training, integrated employment opportunities with supported employment now as a prescribed alternative form of integrated employment, continuing education, adult services, independent living, and community participation.

IDEA has (a) defined transition services, (b) listed the activities that comprise transition-related services and detailed the basis for determining which activities are appropriate for individual students, (c) specified the process through which transition services are to be included with Individualized Education Plans (IEPs), and (d) described the responsibilities of the local educational agency to monitor the provision of specified transition services.

The various project competitions included in this publication represent emphases in many directions in the transition process - postsecondary education, self-determination, family involvement and networking, inclusion of special populations in the transition-planning services, multi-district outreach, training and employment, and tracking and follow-up systems.

On a daily basis, these projects deal with the issues and problems articulated in the literature by researchers, special educators, vocational educators, and rehabilitation professionals. Such concerns include empowerment and self-determination, quality of life, parental involvement, social integration, community-based instruction, functional curriculum, job development, attitudes, interagency linkages, employer involvement, natural supports, and meaningful outcomes, to name just a few!

Because of these daily interactions and because projects have already designed and implemented their programs, as well as developed evaluation plans, these projects are invaluable resources - not only have they sent us a wealth of information from which we have culled descriptive narratives, tables, graphs, maps, and charts, they have also provided us with names, addresses, and telephone numbers so they can be contacted! Communicating directly with project staff promotes information sharing, exchange of ideas, and networking and helps ensure the long-range impact of the transition initiative for individuals with disabilities.

OVERVIEW OF PROJECT PROFILES

The 1992 Compendium of Project Profiles focuses on the status of 98 projects currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), as part of the Transition Initiative. Since 1984, 303 model demonstration projects have developed and implemented a wide range of service delivery models that have facilitated the transition of youths and adults with disabilities from secondary special education to multifaceted, integrated, postsecondary environments. This Overview begins with a general description of the 16 grant competitions funded since 1984 (see Table 1). Figure 1 presents the geographical distribution of the 303 projects funded during the past seven years.

The remainder of this overview describes in tables, figures, and text the characteristics of the 98 current model projects funded in seven competitions: 84.078C, 84.158N, 84.158P, 84.158Q, 84.158R, 84.158S, and 84.158K. Figure 2 shows the geographical distribution of these projects as of July 1992, while Figure 3 lists the types of grant award recipients in all seven competitions (e.g., universities, local education agencies, state agencies). Eligible award recipients were specified for each competition. As illustrated, the most common grant recipients were four-year colleges, universities, and university-affiliated programs, followed by private not-for-profit agencies, community colleges, state agencies, and local education agencies. The most common geographic units served were regions within a state, statewide units, and cities with populations greater than 100,000. In addition, 60% of the projects reported that public transportation was available within the geographic areas they served.

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition

(N = 303)

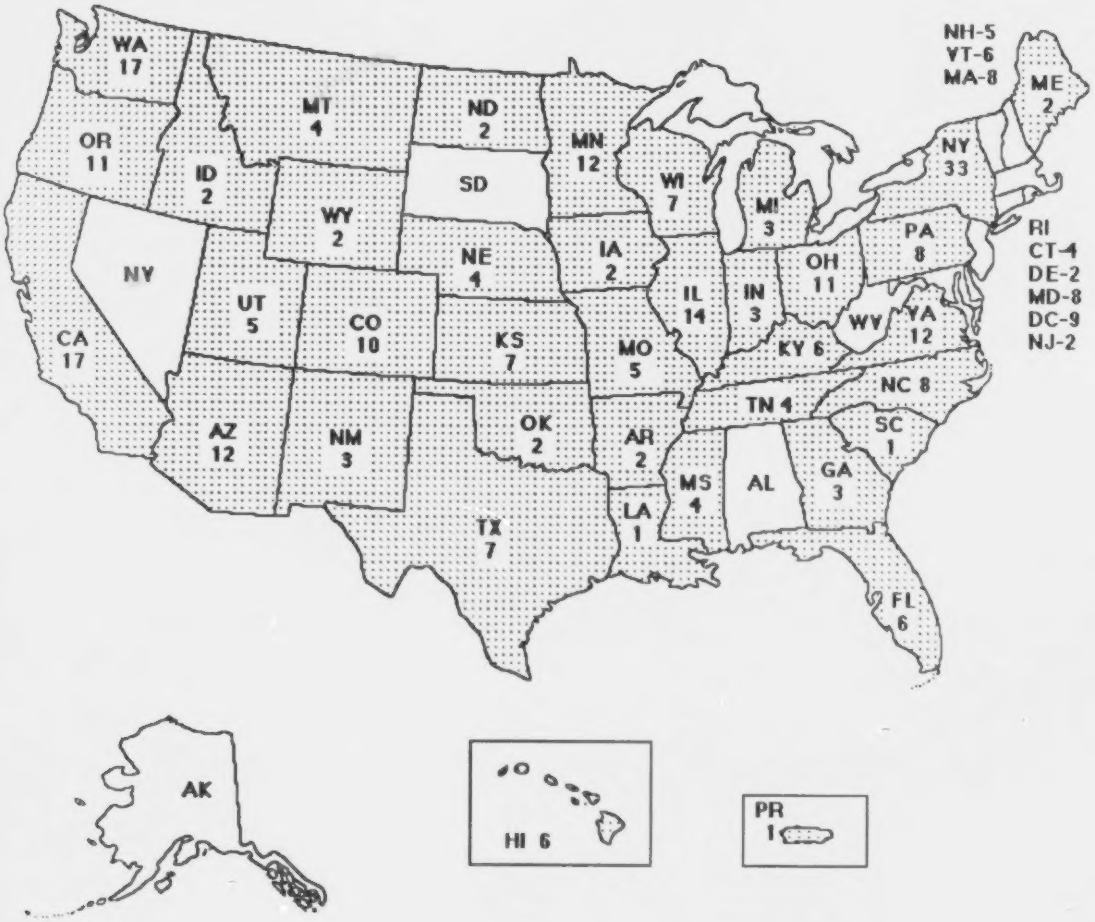
TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Postsecondary Projects	84.023G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (post-secondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Demonstration Projects	84.078C	34 (59 Expired)	To focus on special adaptations of postsecondary services.
Innovation Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind Youth)	84.086M	10 Expired	To design, implement, and disseminate practices that facilitate the transition of youths with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals	84.128A	7 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilitation services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services	84.158C	39 Expired	To support projects designed to plan and develop cooperative models for activities among SEAs or LEAs and adult service agencies.
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled, Mainstreamed, Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10 Expired	To identify job-related training needed by secondary students with mild handicaps.

Table 1 (continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Training and Employment Models for Youths with Handicaps	84.158N	18 (10 Expired)	To prepare and place youths with severe handicaps into supported employment prior to leaving school.
Secondary and Transition Services Follow-up/Follow-Along Projects	84.158R	14	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.
Family Networking	84.158S	6 (1 Expired)	To assist youths with handicaps and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.
Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination	84.158K	12	To identify the skills and characteristics necessary for self-determination, as well as the in-school and out of school experiences that lead to the development of self-determination.
Multi-district Outreach	84.158Q	8	To support projects that enhance the capacity of local educational agencies by promoting the implementation of proven transition models, or selected components of these models in multiple school districts within a state based upon specific needs.
Research Projects on the Transition of Special Populations to Integrated Postsecondary Environments	84.158P	6	To support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21; in particular one or more of the following special populations: adjudicated youths, youths with severe emotional disturbances, or youths with severe physical disabilities (including TBI).

Figure 1.

Geographic distribution of current and expired projects as of July 1992 (N =303)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YT-6
MA-8
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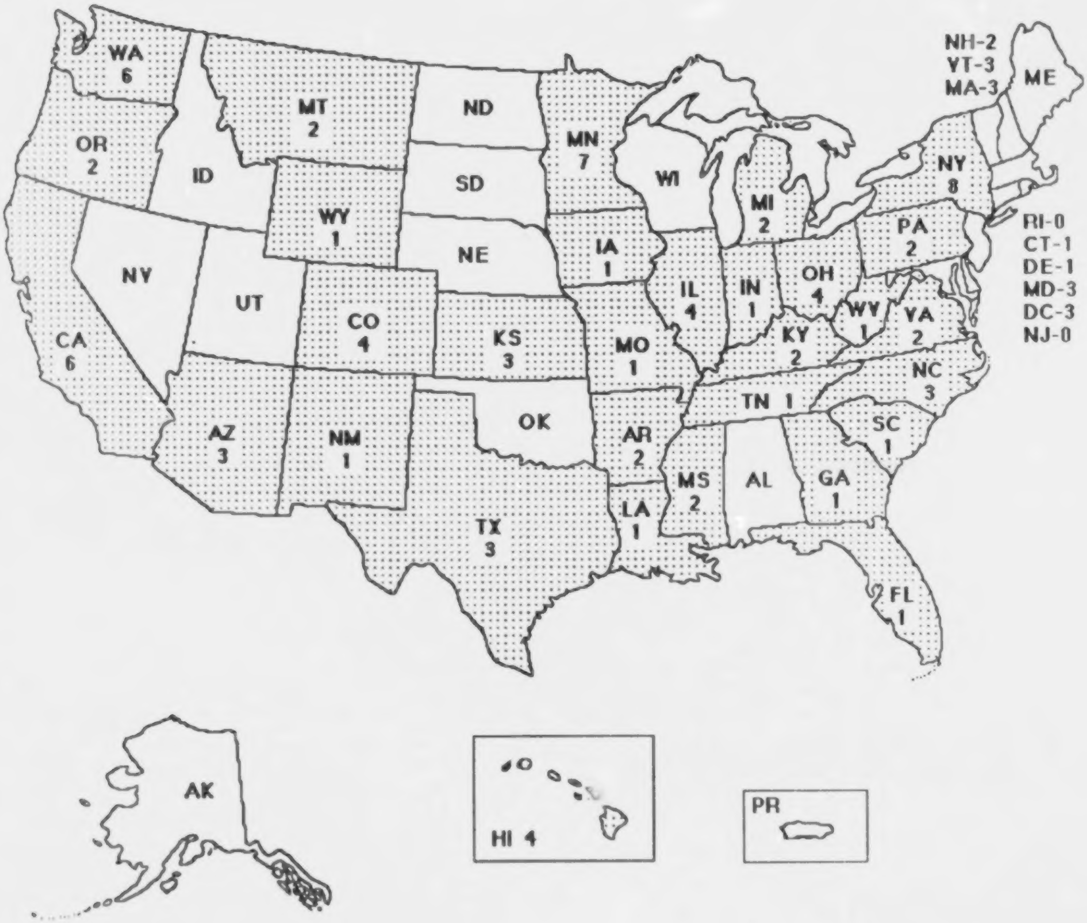
Figure 2.

Geographic distribution of current projects as of July 1992 (N = 98)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IN 1
OH 4
KY 2
TN 1
MS 2
AL
GA 1
FL 1
SC 1
NC 3
VA 2
WV 1
PA 2
NY 8
ME
NH-2
VT-3
MA-3
RI-0
CT-1
DE-1
MD-3
DC-3
NJ-0
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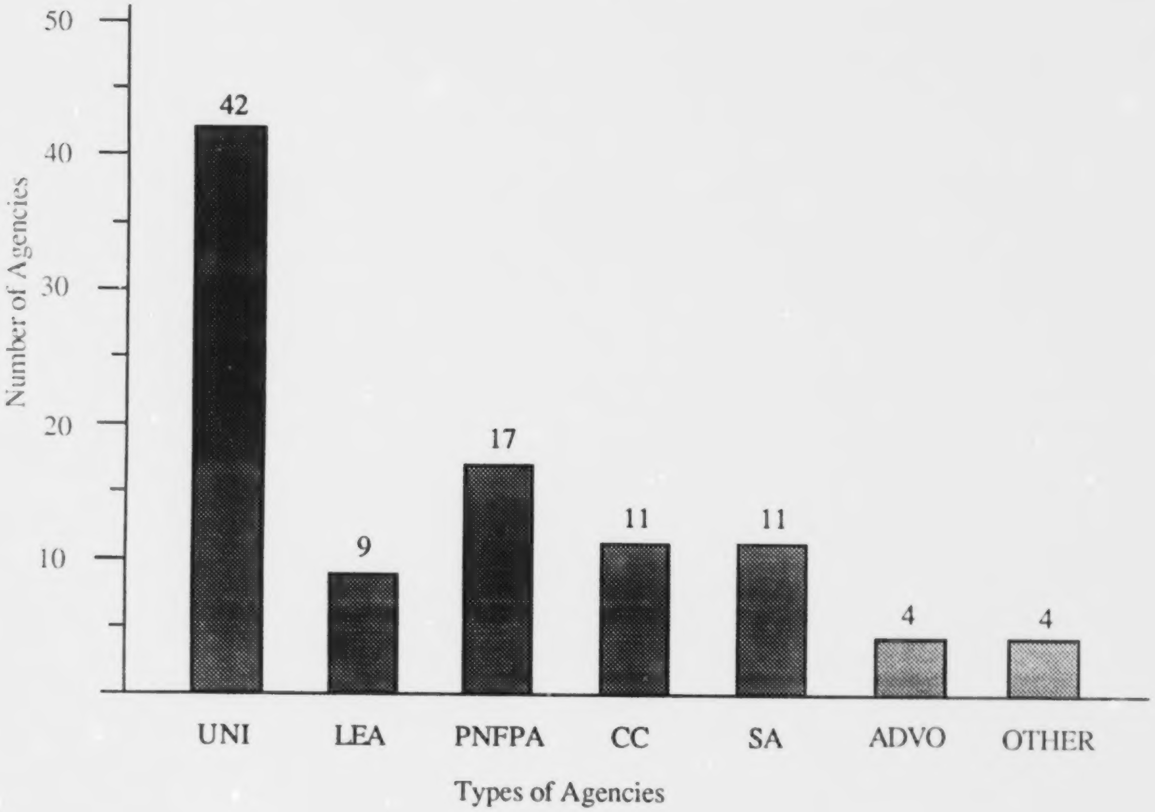
HI 4
PR

Figure 3.

Types of primary grant recipients
for current model projects

Competition N = 7; Project N = 98



UNI	Universities, Four-Year Colleges, and University-Affiliated Programs
LEA	Local Education Agencies
PNFPA	Private Not-For-Profit Agencies
CC	Community Colleges
SA	State Agencies
ADVO	ARC/Parent Organizations
OTHER	Other

The 98 projects currently funded through federal monies provide transition services to youths and adults with all forms of disabilities, including at-risk populations such as minority youths, dropouts, persons considered economically disadvantaged, and those involved in substance abuse. Projects estimate that more than 12,400 people with disabilities may eventually benefit from their demonstrations of model transition services during the funding period.

The number of persons with disabilities who will receive direct services from secondary transition model projects is substantially fewer, however Table 2 lists the number of persons served and their age ranges by disability. Of the 34,826 persons with disabilities reported as receiving services for 1991-1992, 42% are deaf, deaf-blind, or hard of hearing; 21% have mental retardation; and 10% are emotionally disordered. The remaining 27% persons have other disabilities. Figure 4 graphically displays the percentage of individuals with disabilities served by the seven current competitions.

In addition to targeting youths and adults with disabilities, most of the model demonstration projects provide related services or training to professionals, paraprofessionals, or parents who assist in the transition process. Specifically, across the seven current competitions, related services or training are being provided to 1,597 individuals with special needs, 1,065 families, 4,670 parents, 1,630 service providers, 1,058 postsecondary faculty, 14,989 project and agency personnel, and 1,022 undergraduate/graduate students. Table 3 provides an overview of recipients of related training by competition.

The provision of transition services to persons with disabilities, as well as interdisciplinary training, relies heavily on establishing cooperative relationships between secondary and adult service providers. A major intent of the federal transition initiative has been to develop interagency cooperation in an effort to smooth the transition between school and adult life for individuals with

Table 2

Youths and Adults with Disabilities Served in Current Model Projects 1991-1992

Disability	No. Served	Age Range
At-Risk Infants/Toddlers	100	18-
Autistic	616	12-27
Behaviorally Disordered	1,470	12-25
Blind	82	18-45
Chronically Mentally Ill	426	14-50
Deaf	97	14-45
Deaf-Blind	62	14-35
Developmentally Delayed	256	14-30
Dropouts	2,882	12-27
Economically Disadvantaged	62	15-21
Hard of Hearing - Hearing Impaired	626	12-50
Learning Disabled	14,442	12-55
Mentally Retarded	7,158	12-30
Minority Youth	46	15-21
Multi-Handicapped	575	12-50
Orthopedically Disabled	315	12-55
Other Health Impairments	812	14-50
Physically Disabled	195	18-45
Seriously Emotionally Disturbed	1,708	12-55
Speech/Language Impaired	758	12-45
Visually Impaired	658	12-55
Several Disabilities Addressed in One Project	1,480	14-26
TOTAL	34,826	

Figure 4.

Percent of youths with disabilities served in seven current competitions.

1991-1992

Competition N = 7; Project N = 98; Youths Served = 34,826

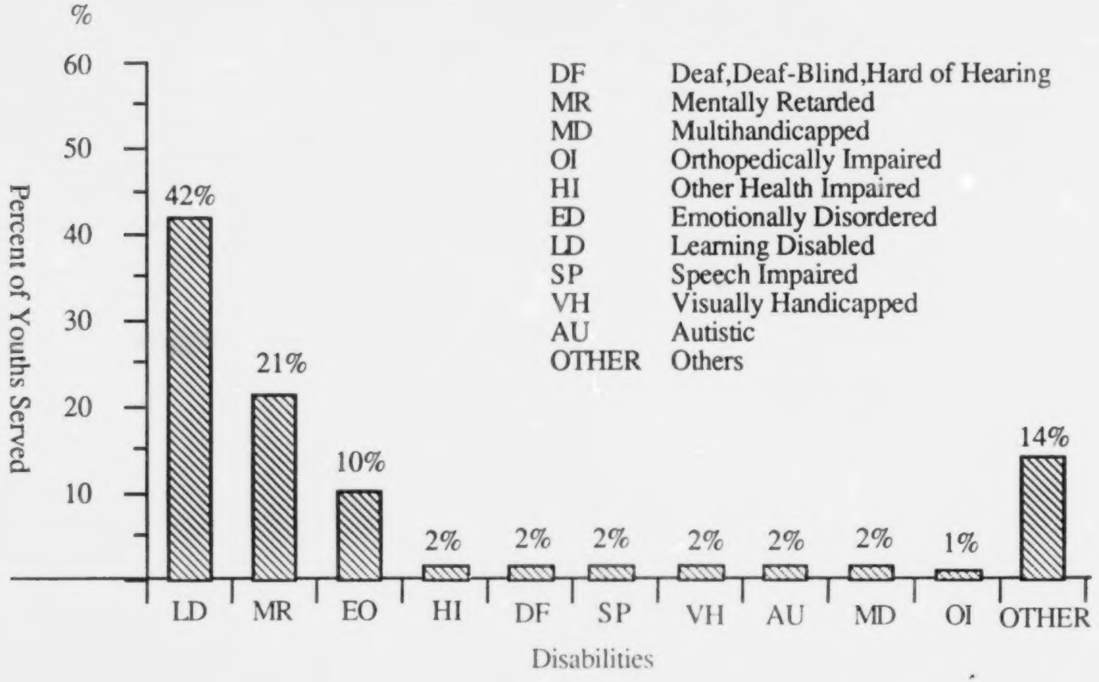


Table 3

Number of individuals participating in related service components in current competitions

	84.078C	84.158K	84.158N	84.158P	84.158Q	84.158R	84.158S	Total
Child/Individual with Special Needs	1,099	336	0	75	87	0	0	1,597
Families	0	620	0	115	330	0	0	1,065
Parents	715	1,564	1,175	0	118	143	970	4,670
Personnel	6,247	1,895	2,616	294	2,379	914	464	14,989
Service Delivery System	389	247	0	51	943	0	0	1,630
Postsecondary Faculty	983	5	12	0	0	22	36	1,058
Undergraduate/Graduate Students	603	110	256	0	0	51	2	1,022
Other	217	345	503	0	0	333	215	1,613

disabilities. Figure 5 illustrates the types and numbers of agencies involved in cooperative activities with model demonstration projects. As shown, most collaborative activities are conducted between model projects and local agencies (i.e., secondary education providers, residential facilities, and rehabilitation facilities), state agencies, advocacy organizations, and programs offered through universities. Private not-for-profit agencies, community colleges, and other agencies also are involved.

In addition to intervention research, the main mission of the Transition Research Institute is to (a) provide evaluation technical assistance to all OSERS-funded model projects, and (b) conduct evaluation research on outcomes associated with these projects. To assist in this mission, information is collected annually from each project on the evaluation approach used, personnel designated to conduct evaluation activities, identified audiences for evaluation reports, and the anticipated report format. The rest of this narrative, with explanatory tables, presents the results of this survey.

As demonstrated in Table 4, the most common approaches to evaluation are goal-based, system analysis, professional review, and case study, with most projects using more than one approach to frame the evaluation. Table 5 shows the personnel involved in implementing the evaluation. As illustrated, project directors and project staff provide most of the staffing for implementing evaluation. However, increasingly, coordinators are assisting in evaluation activities.

In general, the projects consider OSERS their primary audience for the final report and for evaluation of their efforts. Advisory boards, consumers, state agencies, and the Transition Research Institute staff each were also listed by more than half of the projects as audiences for final reports. Formal reports are anticipated to be the vehicle for this information sharing for nearly all projects. Additionally, more than half the projects will be providing an executive summary, and about one third will produce a brochure summarizing project information.

Figure 5.

Types of agencies involved in interagency cooperation with current model projects

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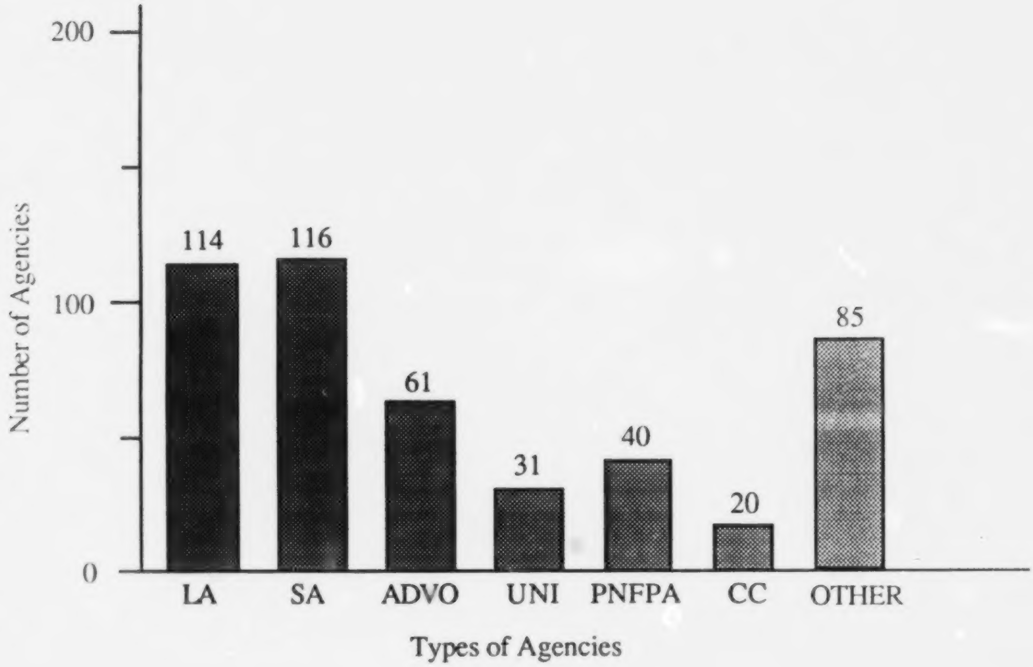
Competition N = 7; Project N = 98



LA	Local Agencies (schools, residential/rehabilitation facilities)
SA	State Agencies
ADVO	ARC/ACLD, Parent Organization
UNI	Universities, Four-Year Colleges, University-Affiliated Programs
PNFPA	Private Not-For-Profit Agencies
CC	Community Colleges
OTHER	Other

Table 4

Evaluation approach used in current competitions

	84.078C	84.158K	84.158N	84.158P	84.158Q	84.158R	84.158S	Total
System Analysis	14	10	12	3	3	8	4	54
Goal Based	28	10	15	5	7	13	4	82
Goal Free	8	4	4	0	2	3	3	24
Decision Making	8	2	5	0	0	8	2	25
Connoisseurship	3	0	2	0	0	0	0	5
Professional Review	16	6	11	3	3	5	3	47
Case Study	14	3	12	4	0	2	3	38

Table 5

Evaluation personnel involved in current competitions

	84.078C	84.158K	84.158N	84.158P	84.158Q	84.158R	84.158S	Total
Director	32	12	17	4	8	14	6	93
Coordinator	20	10	16	3	8	14	6	77
Project Staff	28	10	15	4	6	10	5	78
Advisory Board	16	7	6	3	3	10	2	47
Third-Party Evaluation	13	3	6	0	3	4	3	32
Staff Evaluation	8	4	4	2	0	1	1	20

Products developed by the model demonstration projects constitute one of the primary types of outcomes associated with program implementation. These products are considered essential to program dissemination and replication—two primary goals identified by OSERS for funded projects. Table 6 depicts the types and number of products anticipated by project staff in each competition. Journal articles, brochures, and project-developed instruments were the most frequently cited products, followed by replication manuals and training manuals. Many of the products produced to date by the 303 OSERS-funded transition projects are catalogued in the Transition Research Institute Library.

Table 6

Products planned in current projects

	84.078C	84.158K	84.158N	84.158P	84.158Q	84.158R	84.158S	Total
Brochure	25	8	15	3	6	6	4	67
Newsletter	7	5	9	0	3	2	3	29
Parent Handbook	1	7	9	0	3	2	4	26
Student Handbook	11	6	5	0	0	1	0	23
Training Manual	10	9	12	2	4	8	3	48
Project Instruments	16	9	13	4	6	13	5	66
Slide Presentation	4	0	8	1	2	0	2	17
Videotape	17	3	7	1	1	1	3	33
Curricula	15	11	10	3	1	1	1	42
Journal Articles	20	11	14	5	6	12	4	72
Replication Manual	14	7	12	4	3	10	2	52

PROJECT PROFILES

The following Project Profile section contains descriptions of both current and recently expired transition projects. Individual project profiles are grouped according to the competition under which they received their grant award. Within each competition section, current projects are listed numerically by Institute numbers.

Each group of individual project profiles is preceded by a summary of the competition based on information from the actual grant application packet. The subsequent summary of the current projects provides an overview of the projects' major demographic and operating characteristics.

For competitions 84.078C and 84.158N, individual expired project profiles follow a Summary of Expired Projects; they are also arranged numerically by Institute number.

The primary source of data for the individual project profiles was the Project Characteristics Questionnaires (Appendices A and B), completed and returned by project staff during the 1991-1992 project year.

COMPETITION PROFILE: CFDA 84.158K

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

INITIAL COMPETITION: 9/14/89
SECOND COMPETITION: 1/22/92

PURPOSE OF COMPETITION

The purpose of this priority was to support model projects that identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school experiences that lead to development of self-determination.

Emphases included (a) strategies to systematically involve youths with disabilities in the types of activities that foster assertiveness, creativity, self-advocacy, and other skills associated with self-determination; (b) development and testing of strategies to assist families and service providers in understanding the importance of self-determination and supporting changes in roles and responsibilities; and (c) strategies to involve adults with disabilities in the transition process as information resources, role models, and advocates.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

In the initial competition, approximately $618,000 was expected to be available to support up to five projects. Funding in the second competition was for approximately $796,000.

NUMBER OF GRANTS AWARDED

Seven new grants were awarded under the second competition for a total of 12 active projects due to expire either in 1993 or 1994.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158K PROJECT PROFILES

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

GEOGRAPHIC AREA SERVED

Of the 12 current projects, four report serving a county, two report serving a city (more than 100,000 people), two report serving a suburban (10,000 to 50,000 people), one reports serving a region of the nation (more than one state), one reports serving a region within a state (more than one county), one reports serving a state, and one reports serving an island.

PRIMARY GRANTEE

Six private nonprofit agencies, three university-affiliated programs (UAPs), one university, one association for retarded citizens, and one local education agency were awarded grants under this competition.

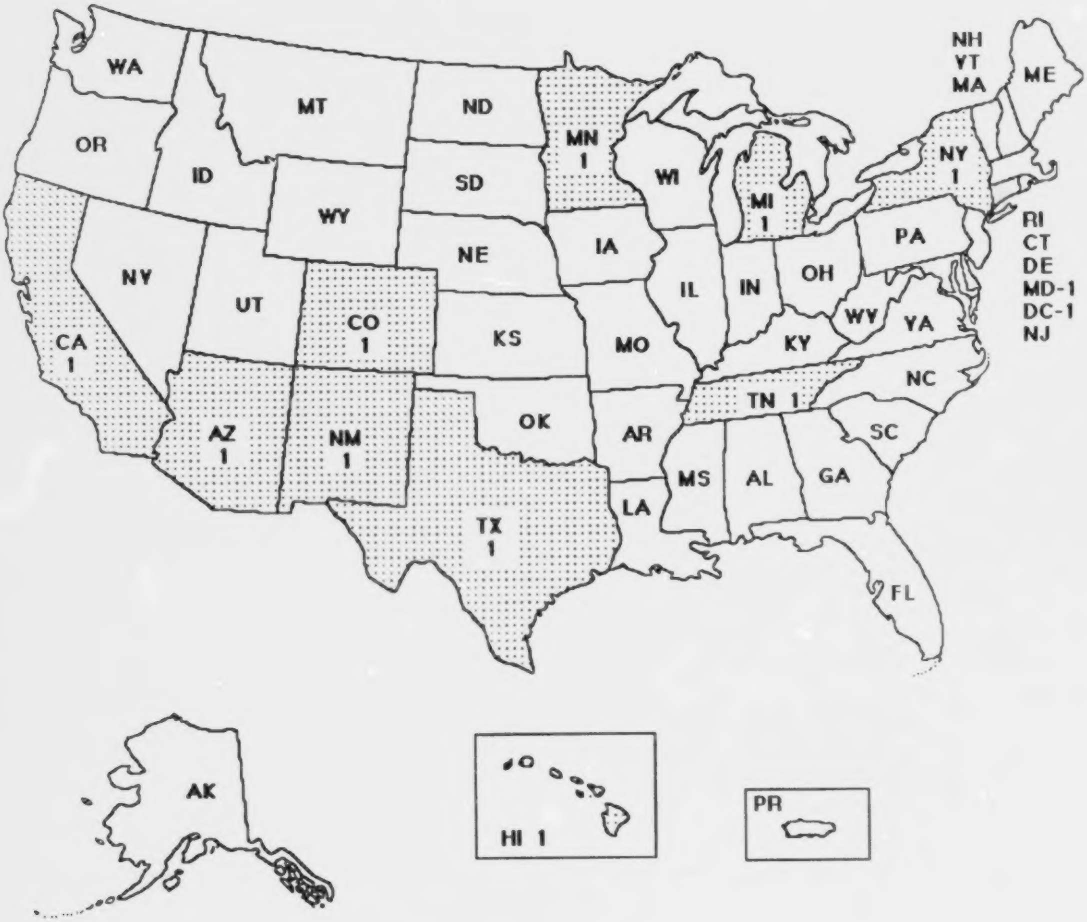
PROJECT PARTICIPANTS

Eleven projects report 1,358 individuals with disabilities receiving direct services for the entire funding period. The projects also were asked to estimate the total number of individuals with disabilities who will receive benefit from services. Twelve projects report impacting 2158 individuals. All projects indicate the provision of related service components, specifically, training and service to 336 individuals with special needs, 620 families, 1,564 parents, 1,895 project and agency personnel, 247 service delivery systems, 110 students, 5 postsecondary faculty, and 345 in the other category.

COOPERATING AGENCIES

Twelve projects indicate working with local education agencies, 12 with state agencies. Four projects report cooperating with university, and four project report working with university affiliated programs. Three projects report working with community college, and two with the Association for Retarded Citizens. Eight projects indicate involvement with other agencies.

Location of 84.158K Projects
Geographic Distribution of Current 84.158K Projects
as of July 1992
(N = 12)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GRANT NUMBER : H158K00024

PROJECT TITLE:
Project Partnership

PROJECT DIRECTOR:
Eileen Cuskaden

PROJECT COORDINATOR:
Carol Custer

CONTACT PERSON: Eileen Cuskaden

MAILING ADDRESS:
Very Special Arts
John. F. Kennedy Center for the
Performing Arts
Education Department
Washington, DC 20566

TELEPHONE #: 202-416-8861

INSTITUTE #: 270

COMPETITION #: 84.158K

PROJECT START DATE: 10/01/90
PROJECT END DATE: 09/30/93

PRIMARY GRANTEE:
Private Nonprofit Agency

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop and enhance the self-determination and self-advocacy skills of young people with disabilities through participation in the arts.
TARGET: Students with disabilities in Ohio and Louisiana.
APPROACH: Two high schools will serve as demonstration sites. The project will develop new curricula and adapt existing curricula to make arts education opportunities more accessible to students with disabilities; it will train school faculty, community arts leaders, and parents to increase their understanding of the value of arts for students with disabilities; it will develop and implement an individual arts education plan (IAEP) as part of each student's individual education planning process; it will involve artists with disabilities as performers, trainers, role models, and mentors; and it will establish an ongoing network of support to encourage students with disabilities to pursue their interests in the arts and to promote their integration into the full range of school and community based arts programs.
OUTCOMES: The IAEP, in particular, will allow students to determine their special interests and to devise a strategy to make the most of individual talents and capabilities. Schools will be better able to provide equal service to students with disabilities by systematically identifying barriers to participation in the arts and implementing a plan to remove them. Very Special Arts (VSA) plans to make project partnership a national initiative and to promote the model for replication through the VSA network.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Competency Rating Scale, Piers Harris Self-Concept Scale, Torrance Test of Creativity (Figural)

Locally/Project-Developed Instruments: Student project Checklist; Student Self-Assessment, Teacher Log, Site Assessment

Personnel Involved in Evaluation: Projector director, Projector coordinator, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, Local Boards of Education

PROJECT PRODUCTS:

Product	Date Available
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Curricula	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H158K00046

PROJECT TITLE:
Self-Determination Curriculum Project

PROJECT DIRECTOR:
Michael Wehmeyer

CONTACT PERSON: Michael Wehmeyer

MAILING ADDRESS:
The ARC
Department of Research & Program
Services
500 E. Border St., Suite 300
Arlington, TX 76010

TELEPHONE #: 817-261-6003

INSTITUTE #: 271

COMPETITION #: 84.158K

PROJECT START DATE: 10/01/90
PROJECT END DATE: 09/30/93

PRIMARY GRANTEE:
Association for Retarded Citizens

GEOGRAPHIC AREA SERVED:
Region of the nation

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To produce a curriculum for students with mild mental retardation and related disabilities in order that they may develop attitudes and abilities necessary for self-determination.

TARGET: The teachers and students participating in the field tests will be from seven sites in three school districts chosen to represent the ethnic diversity in student populations. Students with mental retardation will benefit from the study.

METHOD: The applicant will guide a collaborative effort among school,community, and home in providing opportunities for students to learn the skills for self-determination. The curriculum, based on Donn Brolin's Life Centered Career Education (LCCE) Curriculum, will be expanded to include strategies and models for the teacher to use to involve the family and the community in fostering the student's self-determination skills. The curriculum will be field-tested in two stages (one on students with mild mental retardation and one on minority students). A cross-disciplinary review committee, with parent,ethnic, and disability representation, will be available to the project.

OUTCOMES: The LCCE Curriculum will be used in seven sites with approximately 15 students at each site; the project will directly impact over 100 students. In addition, at least half of these students' families will receive training and information to increase their level of awareness. In addition to the field-tested curriculum, the project hopes to have available an extensive catalog of functional skills and characteristics exhibited by individuals with disability who have successfully integrated into the community.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Learning Disability	150	15 - 21
Mild Mental Retardation	125	15 - 21
Moderate Mental Retardation	25	15 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 250

Agency personnel - 250

Teachers - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Assessment results, Progress in educational program, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Amount of direct service to providers, Provider satisfaction with project activities, Teacher evaluation of curriculum

Instrumentation:

Commercially Available Instruments Used by Projects:

Modified Intellectual Achievement Responsibility Questionnaire (MIARQ); Self-Description Questionnaire, Self-Description Questionnaire (SDQ), LIFE CENTERED CAREER EDUCATION: Knowledge Battery; Performance Battery.

Locally/Project-Developed Instruments:

Self-Advocates Input Survey

Personnel Involved in Evaluation: Projector director, Project coordinator Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Special Education Director, Local ARCs

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/01/93
Parent handbook	10/01/93
Student handbook	10/01/93
Training manual	10/01/93
Curricula	10/01/93

GRANT NUMBER : H158K00036

PROJECT TITLE:
Skills for Self-Determination

INSTITUTE #: 272

PROJECT DIRECTOR:
Sharon Field

COMPETITION #: 84.158K

PROJECT COORDINATOR:
Sharon Field

PROJECT START DATE: 10/09/90
PROJECT END DATE: 09/30/93

CONTACT PERSON: Sharon Field

MAILING ADDRESS:
Developmental Disabilities Institute
6001 Cass 326 Justice Building
Wayne State University
Detroit, MI 48202

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 313-577-2655

GEOGRAPHIC AREA SERVED:
Town of 10,000 to 50,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To investigate skills that promote self-determination and to develop and evaluate strategies that promote these skills.

TARGET: Youth and adults with disabilities.

APPROACH: To identify ways in which students exhibit self-determining behavior, project staff will conduct structured interviews with adults, with and without handicaps, as well as structured observations in school settings. Knowledge thus gained and knowledge gained from study of the literature will be used to develop an instructional program to teach self-determination skills to youth with disabilities and their nonhandicapped peers in integrated environments. Program activities will also involve families and service providers inactivities with the youth. Instruction and support for self-determination skills will be delivered by collaborative teams developed within a school.

OUTCOMES: A curriculum that will be pilot-tested, revised, and field-tested before dissemination.

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 16

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	4	15-19
Learning Disability	6	15-19
Mild Mental Retardation	6	15-19

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 20
Project personnel - 10
Undergraduate/graduate students - 100
Agency personnel - 150
Teachers - 350

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Self-Determination Observation Checklist, Self-Determination Structured Interview, Self-Determination Scale

Personnel Involved in Evaluation: Projector director, Project staff, Advisory board, Co-Principal Investigator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	03/30/91
Curricula	10/01/91
Journal articles	12/01/91

GRANT NUMBER : H158K00032

PROJECT TITLE:
Self-Determination Program for
Transitioning Youths in Prince
George's County

PROJECT DIRECTOR:
Sherry Smith

PROJECT COORDINATOR:
Jack E. Campbell

CONTACT PERSON: Jack E. Campbell

MAILING ADDRESS:
Prince George's County
Private Industry Council, Inc.
1802 Brightseat Road
Landover, MD 20785

TELEPHONE #: 301-386-5522

INSTITUTE #: 273

COMPETITION #: 84.158K

PROJECT START DATE: 09/01/90
PROJECT END DATE: 08/31/93

PRIMARY GRANTEE:
Private Nonprofit Agency

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop a model program identifying and demonstrating teaching methods and strategies necessary for self-determination in young adults with disabilities transitioning and exiting from the school system to adult life.
TARGET: the project will be targeted at approximately 50 youth, aged 14-21 years, with orthopedic disabilities, their families, teachers, and school personnel.
APPROACH: Adults with disabilities will serve as role models and mentors, on a one-to-one basis, for the participating youths in the program. The program will take place in community-based experiential learning situations. One component of the program is directed at assisting school personnel and families to understand the concept of self-determination and its impact on adult life decision-making.
OUTCOMES: The expected outcomes are: a forum for transitioning youth with orthopedic disabilities, and their families, to express their self-determination education and training needs; the presence of an adult model to each youth; training in decision making, advocacy, assertiveness, and self-empowerment skills; training of school, vocational, and rehabilitation staffs on the promotion of self-determination skills; dissemination of the model for replication.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 50

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Professionals/parents receiving services (training) through project activities:

Parents - 50	Agency personnel - 10
Business/industry - 15	Teachers - 10

Self-Determination Program for Transitioning Youths in Prince George's County - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-free, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Teacher Interview, Parent & Student Survey, High School & Middle School Referral

Personnel Involved in Evaluation: Project director, Project coordinator Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet, Handbook

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Schools

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Parent handbook	Not Indicated
Student handbook	Not Indicated
Training manual	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H158K00042

PROJECT TITLE:
Self-Determination: The Road to Personal Freedom

INSTITUTE #: 274

COMPETITION #: 84.158K

PROJECT START DATE: 10/01/90
PROJECT END DATE: 10/01/93

CONTACT PERSON: Carole Jo Royal

MAILING ADDRESS:
Protection & Advocacy System
1720 Louisiana NE
Suite 204
Albuquerque, NM 87110

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 505-256-3100

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To train high school students with disabilities and members of their families on the emerging principles and skills of self-determination.
TARGET: The target of the project will be 130 high school students with disabilities and at least one member of each of their families in 3 school districts of New Mexico: Albuquerque, Las Lunas, and Bernalillo Public Schools.
APPROACH: The training sites will be in six high schools of the three school districts. In addition to training the high school students and family members, the project will train at least one teacher in each school to assure the continuation of the training. Curricula will be developed to train students to identify the skills and characteristics necessary for self-determination; a curriculum will be developed and tested. The curriculum will provide a range of experiences (in and out of school); foster self-determination skills; and involve families, youth with disabilities, and adults with disabilities in all aspects of the project. The program will reflect the cultural diversity of New Mexico. Adults with disabilities will be involved as information resources, role models, and advocates.
OUTCOMES: The curriculum will be developed and evaluated; strategies will be developed and tested to help families and service providers.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,808

Estimated number of youths and/or adults with handicapping conditions

receiving direct services over entire funding period: 130

Handicapping Condition	No. Served	Age Range
Autism	20	14-22
Behavioral Disorders	100	14-22
Cerebral Palsy	30	14-22
Chronic Mental Illness	50	14-22
Communication Disorders	360	14-22
Deaf/Blindness	1	15
Health Impairment	5	14-21
Hearing Impairment	25	14-21
Learning Disability	820	14-20
Mild Mental Retardation	89	14-20
Moderate Mental Retardation	79	14-20
Severe Mental Retardation	46	14-20
Multiple Handicap	42	14-22
Visual Impairment	3	14-22
Physical Disability	285	14-22

Professionals/parents receiving services (training) through project activities:

Parents - 130
Business/industry - 10
Project personnel - 4
Agency personnel - 40
Teachers - 15
Postsecondary faculty - 5
Self-Determination: The Road to Personal Freedom - 30
Undergraduate/graduate students - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Progress in educational program, Progress in employment training programs, Degree of integration, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Changes occurred in the students

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

Tennessee Self-Concept Scale

Locally/Project-Developed Instruments:
Checklist to Assess Changes in Perception of Families, Students & Service Providers, Rating Scale to Evaluate Perception of the Effectiveness of the Curriculum; Satisfaction Rating Scales & Progress Check, Pre- & Post- Tests to Measure Growth

Personnel Involved in Evaluation: Project director, Project coordinator Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Three Local School Districts, Panel of Indian Parents & Council Members, Advocacy &/or Disability Groups & Support Group

PROJECT PRODUCTS:

Product	Date Available
Brochure	02/01/91
Project-developed instruments	01/01/91
Curricula	09/01/91
Journal articles	12/01/93
Replication manual	09/01/93
Training materials for parents	09/01/91
Transparencies (cartoons, drawings)	09/01/91

GRANT NUMBER : H158K00034

PROJECT TITLE:
Facilitating the Self-Determination of
Youths with Disabilities

INSTITUTE #: 275

PROJECT DIRECTOR:
Brian Abery/John Rynders

COMPETITION #: 84.158K

PROJECT COORDINATOR:
Ann Eggebeen

PROJECT START DATE: 10/01/90
PROJECT END DATE: 09/30/93

CONTACT PERSON: Brian Abery

MAILING ADDRESS:
Institute on Community Integration
107 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 612-625-5592

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop and field-test interventions to facilitate the self-determination of transition-age youth with disabilities.

TARGET: Transition-age youth with disabilities in the Minneapolis-St. Paul area.

APPROACH: The project will apply a behavioral ecosystems perspective in the assessment, development, and implementation of interventions to enhance decision-making, personal choice, and self-advocacy skills, and to increase opportunities for the exercise of personal control. The project will develop an evaluation system; conduct a descriptive study; and conduct a series of community forums involving parents, teachers, and youth with and without disabilities to delineate barriers to enhanced self-determination. Interventions will be developed and the effectiveness of the interventions will be systematically examined.

OUTCOMES: Direct benefits are expected for youth participating in the project in terms of enhanced self-determination skills, greater autonomy and independence, and improved quality of life. Education staff will acquire knowledge and skills; evaluation data will contribute substantially to knowledge and the available literature.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 80

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Moderate Mental Retardation	40	15-18
Physical Disability	40	15-18

Professionals/parents receiving services (training) through project activities:

Parents - 30

Project personnel - 5

Teachers - 30

Mentors - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Programmatic evaluation

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Degree of integration, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects:
Instrument used by local district for program placement purposes (e.g., WISC-R, Stanford-Binet), Inventory for client and Agency Planning, Functional Status Measure

Locally/Project-Developed Instruments:
Observation system assessing self-determination skills. Observation system assessing self-determination opportunities., Self-Determination Skills Assessment Scale (Assess self determination skills). Scale to rate student's opportunities for self-determination, Subject interview regarding self-determination skills. Subject interview regarding opportunities for self-determination.

Personnel Involved in Evaluation: Projector director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Govenor's Planning council on Developmental Disabilities, A.C.T., Center for Ind. Living, ARC H.C., PACER, Cooperating School Districts

PROJECT PRODUCTS:

Product	Date Available
Newsletter	09/01/92
Parent handbook	09/01/93

Student handbook	09/01/93
Training manual	09/01/93
Project-developed instruments	09/01/91
Curricula	10/01/91
Journal articles	09/01/92
Replication manual	09/01/93

GRANT NUMBER : H158K10020

PROJECT TITLE:
Project Pride

INSTITUTE #: 308

PROJECT DIRECTOR:
Peg Harmon

COMPETITION #: 84.158K

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
COPD (Community Outreach for the Deaf)
268 W. Adams Street
Tucson, AZ 85705

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 602-792-1906

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: The purpose of the project is to demonstrate the use of choice preference and decision making to empower youths with disabilities to achieve self-determination.

TARGET: Deaf and hard of hearing youth including individuals with deaf blindness and persons with additional challenges.

APPROACH: Students will be assessed in relation to the current level of choice, preference and decision-making they have in various aspects of their lives. Students will identify the necessary skills to increase control across five core content areas: vocational, self-management, political action, linguistic competency and personal efficacy. Skill development will be provided in the content area of choice. The design emphasizes the use of Deaf persons as staff as well as peer and adult monitors. Attention is given to the cultural/linguistic differences of persons who use ESL and other minority cultures.

OUTCOMES: During the first year of the grant (FY 91-92), the project will develop a method to assess choice, preference and control, will intake and assess fifteen different students, will implement work experience and vocational skill enhancement for 12 different students, will develop personal future plans for five students, will sponsor workshops and training for students and families in at least two of the core content areas and will complete at least two dissemination activities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 46

Handicapping Condition	No. Served	Age Range

Deafness	30	14-22
Deaf/Blindness	5	14-22
Hearing Impairment	10	14-22

Professionals/parents receiving services (training) through project activities:

Families - 40	Parents - 29
Personnel - 175	Service delivery system - 170

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Prior work experience, Progress in employment training programs, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Employer satisfaction with project activities

Instrumentation:

Locally/Project-Developed Instruments:

Self-management skills-pre & post vocational skills screening - pre and post-linguistic/cultural competency, Student satisfaction; parent satisfaction; employer satisfaction; workshop evaluation, personal futures planning, choice/preference/control screening

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Associate Director

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Department of Education/VR, Agency Board, Parents

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	08/30/93
Journal articles	01/30/93

GRANT NUMBER : H158K10040

PROJECT TITLE:
Choice Makers

PROJECT DIRECTOR:
James Martin

MAILING ADDRESS:
University of Colorado/Colorado Springs
Center For Educational Research
P.O. Box 7150
Colorado Springs, CO 80933

TELEPHONE #: 719-593-3266

INSTITUTE #: 309

COMPETITION #: 84. 158K

PROJECT START DATE: 07/01/91
PROJECT END DATE: 07/31/94

PRIMARY GRANTEE:
Four-Year Institution

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To demonstrate that transitioning students with mild to moderate learning and behavior problems can become self-determined by directing and managing their own IEP.
TARGET: Students with mild to moderate learning and behavior problems
APPROACH: Train teachers to implement self-determination curriculum with middle school and high school students. Provide awareness training to parents.
OUTCOMES: During FY 91-92 (1) development of a self-determination checklist and curriculum guide for use in middle schools and high schools (2) development of self-directed IEP training video (3) development and implementation of curriculum methods and materials in three high schools (4) implementation of job coaching program that involves adults with disabilities as students and project advisors.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Learning Disability	200	12-17
Mental Retardation	100	12-17
Seriously Emotionally Disturbed	300	12-17

Professionals/parents receiving services (training) through project activities

Families - 200
Personnel - 195
Service delivery system - 19

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Assessment results, Progress in employment training programs, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, self-determination skill

Instrumentation:

Locally/Project-Developed Instruments:

Self-determination checklist, Rating Scale for teachers,parents,individuals with disabilities to rate IEP/ITP curriculum, Survey Parents and Students on employment outcomes; Survey Teachers on student participation program, IET/ITP staffing Questionnaire, Evaluations of inservices to parents & teachers; Evaluation of program brochure & newsletter

Personnel Involved in Evaluation: Project director, Project coordinator, Project participants, Teachers, Rehabilitation counselor

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet, S-D Job Match Assessment

Audience: Consumers, OSERS, Transition Institute, Steering Committee, CRS, Teachers and school Administrators, Parents

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/30/92
Newsletter	06/30/92
Student handbook	12/30/92
Training manual	12/30/92
Project-developed instruments	06/30/92
Videotape	09/30/92
Curricula	12/30/92
Journal articles	12/30/92
Replication manual	06/30/93

GRANT NUMBER : H158K10010

PROJECT TITLE:
Consumers Helping Students Towards
Self-Determination

PROJECT DIRECTOR:
Ruthie-Marie Beckwith, Ph.D.

MAILING ADDRESS:
People First of Tennessee, Inc.
P.O. Box 121211
Nashville, TN 37212

TELEPHONE #: 615-297-2734

INSTITUTE #: 310

COMPETITION #: 84. 158K

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop a training program designed to identify and teach self-determination skills to transitional age youth with disabilities in high school settings.

TARGET: The project will work with 160 students with varying disabilities, in Tennessee.

APPROACH: Sixteen high school groups will be established consisting of both youth with disabilities and students without disabilities. High school groups will meet bi-weekly for two years to complete the training program. Self-determination skills related to self-assessment, self-expression, self-assertion, and self-evaluation will be taught by a cooperating teacher and an adult with a disability in two units relating to school and to community. Instruction will consist of 36 in-class lessons and of external assignments with the school and community to promote generalization. Students due to graduate or age out of the system will be assisted with transition to an adult self-advocacy chapter in their community.

OUTCOMES: The students involved in the project will have increased self-determination skills. A training manual will be developed that will be readily usable by individuals with disabilities, persons in untrained advisory positions, self-advocacy groups, and school-based personnel.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 280

Estimated number of youths and/or adults with handicapping conditions

receiving direct services over entire funding period: 280

Handicapping Condition	No. Served	Age Range
Not Specified	50	14-21

Professionals/parents receiving services (training) through project activities:

Families - 280 Personnel - 72

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Degree of integration, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Informal rating of student's S-D skills

Instrumentation:

Locally/Project-Developed Instruments:

Self-Determination Skills Rating Scale, Self-Determination Survey

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	02/28/92
Newsletter	04/30/92
Parent handbook	07/30/92
Training manual	07/30/94
Videotape	07/30/93
Curricula	07/30/94
Journal articles	07/30/94

GRANT NUMBER : H158K10006

PROJECT TITLE:
A Demonstration Project to Identify and
Teach Skills Necessary for
Self-Determination

PROJECT DIRECTOR:
Dr. Susan Kimmel

MAILING ADDRESS:
National Center for Disability Services
Human Resources Center/Research
Institute
201 I.U. Willets Road
Albertson, NY 11507

TELEPHONE #: 516-747-5400

INSTITUTE #: 311

COMPETITION #: 84. 158K

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

GEOGRAPHIC AREA SERVED:
Suburban (10,000 - 50,000)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To teach high school special education students how to manage their sources available to them from home, school, and the community so that they can achieve their postsecondary goals.

TARGET: Approximately 100 students with various handicapping conditions enrolled as juniors and seniors in high school special education classes in six school districts in Nassau County, New York.

APPROACH: The students will participate in a curriculum based on education and business management learning objectives and be associated with adult mentors who have disabilities. A community-based approach will be used which combines the resources of local schools, adults with disabilities, rehabilitation programs and agencies, parents, employers, and the students themselves. During the first six months of the project, a curriculum will be developed along with training packages for in- and out-of-school service providers, mentors who have disabilities, and parents/families. High school juniors and seniors will have access to adult mentors and community service providers who will form a support network for them.

OUTCOMES: Specific Products will include a curriculum in self-determination skills as well as training packages for use with educators, other service providers, parents/families, and adult mentors with disabilities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	10	12+
Learning Disability	60	12+
Mental Retardation	15	12+
Cerebral Palsy	10	12+
Spina Bifida	5	12+

Professionals/parents receiving services (training) through project activities:

Child/Individual with Special Needs - 100
Families - 100
Personnel - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Teacher Observation Form; Parent Observation Form, Student Interview; Mentor Interview, Career/Leisure Interest Questionnaire, Mentor/Student Activity Log

Personnel Involved in Evaluation: Project director, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	03/30/92
Parent handbook	06/30/93

Student handbook	09/30/92
Training manual	06/30/93
Project-developed instruments	09/30/92
Curricula	09/30/92
Journal articles	01/30/94
Replication manual	09/30/94

GRANT NUMBER : H158K10034

PROJECT TITLE:
Self-Determination In Integrated Settings

INSTITUTE #: 312

PROJECT DIRECTOR:
Robert Stodden, Ph.D.

COMPETITION #: 84. 158K

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/93

MAILING ADDRESS:
University of Hawaii/Honolulu
Department of Special Education
UHS 1-116
Honolulu, HI 96822

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 808-956-9426

GEOGRAPHIC AREA SERVED:
Island

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To address critical needs related to the personal characteristics and behaviors which lead to self-determination of adult outcomes on the part of secondary school students and young adults with mild to severe disabilities.

TARGET: Secondary students (ages 15-21) with mild to severe disabilities, communication difficulties, and physical disabilities that affect mobility, and their families and peers as well as professionals in the field.

APPROACH: The focus of project activities will be on the development of assessment Instrumentation and curricula (change strategies) to be used with participants, families, and service providers. Four samples of participants will be employed: three in the research that will serve as a basis for the development of instruments and curricula; the fourth, the demonstration sample, will go through a planned sequence of learning experiences to increase self-determination skills and characteristics.

OUTCOMES: System leadership will have been developed to incorporate project outcomes into the existing education structure. The products will be self-determination and ecological assessment checklists; self-determination curricula; materials to guide teachers and mentors/role models in teaching and supporting self-determination behavior; and self-determination awareness materials for parents and service providers.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,000

Handicapping Condition	No. Served	Age Range
Not Specified	360	14-21

Professionals/parents receiving services (training) through project activities:

Child/individual with Special Needs - 180
Parents - 1000
Personnel - 300

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Assessment results, Progress in educational program, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Locally/Project-Developed Instruments:

Self-Determination Observation Forms, Self-Determination Skills Checklist, Participant Satisfaction; Parent/Provider Attitudes; Participant Perceptions of Skill level, Interview on Self-Determination Skills, Advisory Panel Survey of Skills

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Advisory Board, State Agency, Department of Education

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/30/93
Parent handbook	04/30/93
Training manual	04/30/93
Project-developed instruments	04/30/93
Curricula	04/30/93
Journal articles	04/30/93

GRANT NUMBER : H158K10015

PROJECT TITLE:
Self-Determination for the Handicapped
in the Transition Process

PROJECT DIRECTOR:
Dr. Beverly Huff

MAILING ADDRESS:
Irvine Unified School District
Special Education
5050 Barranca Parkway
Irvine, CA 92714

TELEPHONE #: 714-733-1345

INSTITUTE #: 313

COMPETITION #: 84. 158K

PROJECT START DATE: 09/01/91
PROJECT END DATE: 06/01/94

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To investigate experiences that promote self-determination and opportunities for its development, and to develop and test strategies that can be used to involve students with disabilities in these experiences (particularly intervention for effecting positive change in self-advocacy beliefs).

TARGET: Junior and senior level secondary students (N=150) with one or more serious disabling conditions (developmental delay, hearing impairment, deafness, learning disability, communication disorder, physical disability, visual impairment, severe emotional disturbance).

APPROACH: The project ensures that students engage in self-determination behaviors aimed at accomplishing career or life goals by: (1) instructing students in self-determination skills (assertion, creative problem solving, and self-advocacy); (2) providing a knowledge base of community resources; (3) developing and implementing a parent education program dealing with ways parents can support the self-determination of their children; (4) developing and implementing a peer support network for students and graduates to establish appropriate role models; and (5) supporting the student in the development and implementation of the Personal Transition Action Plan designed to provide individualized opportunities for self-determination.

OUTCOMES: Products will be: (1) a booklet, "Agency Collaboration for Transition"; (2) "Transition Guide," an indepth handbook to assist youth and their parents; (3) "Special Needs Service Provider Directory"; (4) "Self-determination Intervention Guide"; and (5) "Self-determination Curriculum Guide."

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 90

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 56

Handicapping Condition	No. Served	Age Range
Deafness	8	17-20
Hearing Impairment	2	17-19
Learning Disability	78	17-20
Multiple Handicap	2	18-21

Professionals/parents receiving services (training) through project activities:

Child/individual with Special Needs - 56
Parents - 30
Personnel - 174
Service delivery system - 58

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Case study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects: Career ability placement survey/aptitude test, Career occupational preference system/interest inventory, Copes/values inventory; IAR: Intellectual Achievement Responsibility Scale; Self-assessment of modality strengths

Locally/Project-Developed Instruments: Horizons Self-confidence Scale; Horizons Self-Efficacy Scale, Opportunities Dialogue Interview, Parent S.D. Survey; Peer Support Network Survey, Community Resources Option Pre-Test

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator, City of Irvine-Program Coordinator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, IVSN Board of Education

COMPETITION PROFILE: CFDA 84.158S

FAMILY NETWORKING

INITIAL COMPETITION: 3/10/89
SECOND COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects that build on existing transition planning processes to assist youths with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.

Emphases included (a) ensuring the existence of a planning process that includes the student, his or her family, representatives from the school, and representatives from adult service agencies; (b) assisting youths with disabilities and their families in identifying the range of possible post-school options for living, working, recreation, or postsecondary education; (c) assessing the supports or services needed by the student to participate in different post-school options; (d) teaching students and families how to identify potential formal and informal sources of services and supports for learning to effectively assess and use these sources; and (e) identifying and developing strategies for overcoming barriers to needed supports or services.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established in the Job Training Partnership Act (27 U.S.C. 1501 et seq.).

FUNDS AVAILABLE

Approximately $315,000 was expected to be available to support up to three projects in the second competition.

NUMBER OF GRANTS AWARDED

Four grants were awarded for fiscal year 1990. Three grants had been awarded for the previous fiscal year, with one project expiring after one year of funding. A total of six family networking projects are presently funded.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158S PROJECT PROFILES

FAMILY NETWORKING

GEOGRAPHIC AREA SERVED

Of the six current projects, two report serving a state, two report serving a city of over 100,000 people, one reports serving a city of 10,000-50,000 people, and one reports serving a region within state.

PRIMARY GRANTEE

Three universities, one parent organization, one private nonprofit agency, and one for-profit organization were awarded grants under this competition.

PROJECT PARTICIPANTS

According to five project reports, a total of 445 individuals with disabilities will be receiving direct services over the entire funding period. The projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. At the time of the survey, four projects indicated that possibly 1,055 persons would be impacted. Of the target population for this competition, 30% are developmental disorders, 24% are learning disabilities, and 17% emotional disorders. The remainder of the target population have the following disabilities: autism, behavioral disorders, cerebral palsy, chronic mental illness, communications disorders, hearing impairments, minority youths, dropouts, mental retardation, spinal cord injury, traumatic brain injury, visual impairment, and multihandicaps.

All projects list the provision of related service components, specifically, training and service to 75 individuals with special needs, 115 families, 294 project and agency personnel, and 51 service providers.

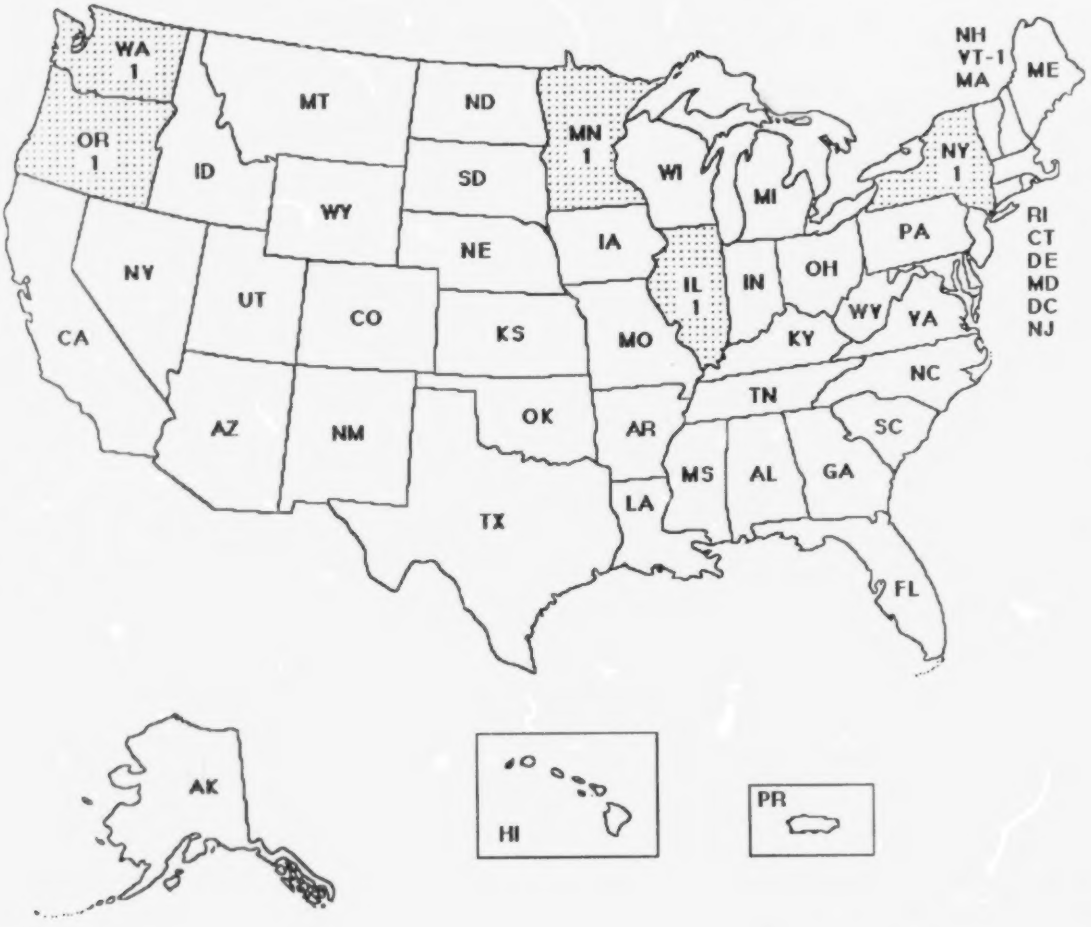
COOPERATING AGENCIES

All six projects mention involvement with cooperating agencies or organizations. Five projects report cooperation with parent organizations, three are cooperating with public secondary schools. Two projects report cooperative efforts with local education agencies, university-affiliated programs, Associations for Retarded Citizens, and state vocational rehabilitation agencies. One project reports cooperation with a state MH/DD agency, an area vocational center, JTPA, a community rehabilitation facility, a private nonprofit agency, an Association for Learning Disabilities, a state education agency, and a community college.

Location of 84.158S Projects

Geographic Distribution of Current 84.158S Projects as of July 1992

(N = 6)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GRANT NUMBER : H158S90008

PROJECT TITLE:
Networking During the Transition Years

INSTITUTE #: 229

PROJECT DIRECTOR:
Marge Goldberg

COMPETITION #: 84.158S

PROJECT COORDINATOR:
Patricia Matuszak

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Patricia Matuszak

MAILING ADDRESS:
4826 Chicago Avenue South
C/O PACER Center
Minneapolis, MN 55417

PRIMARY GRANTEE:
Parents or Parent Organizations

TELEPHONE #: 612-827-2966

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: MNPACER

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To maximize the independence of persons with disabilities in the community through improved planning and networking during the transition years.

TARGET: Each year approximately 20 people in each of four communities will assist one another in transition planning and networking. Community forums will serve about 120 people, and at least 25 people will be served through individual assistance.

METHOD: Planning strategies utilized will involve the family communicating with each other, with community service providers, friends, employers, adult services providers and other families of youth with disabilities. Networks will be developed on three levels: family networking groups will consist of five families meeting five times a year for two years, community member forums will take place on specific issues such as residential options, transportation, and leisure, and families whose needs are traditionally underrepresented will be targeted for individual assistance, follow-up contacts and improved record-keeping.

OUTCOMES: Information about this project will be disseminated through TAPP workshops and conferences at regional and national levels. Newsletters, articles, and final reports will also be disseminated nationwide.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 245

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 180

Handicapping Condition	No. Served	Age Range
Developmental Disability	80	16-22
Emotional Disorder	45	16-22
Hearing Impairment	5	16-22
Learning Disability	45	16-22
Brain Injury	5	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 220
Business/industry - 40
Postsecondary faculty - 8
Networking During the Transition Years - 65
Agency personnel - 30
Teachers - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Degree of integration, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Commercially Available Instruments Used by Projects:
Inventory for Client and Agency Planning (ICAP)

Locally/Project-Developed Instruments:
Student/young adult preference questionnaire, Network Meeting Evaluation: Introduction, Future Planning, Program Plans, Employment: Family Network Project Interview; Intake Interview: Family Network Level; Follow-up Interview: Family Network Level II, Transition Topics for Discussion

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, State Agency, State Transition Interagency Committee, PACER Board of Directors, Parent Training Groups & Federal Parent Training Technical Assistant Project (TAPP)

PROJECT PRODUCTS:

Product	Date Available
Newsletter	03/01/90
Parent handbook	09/01/91
Project-developed instruments	Not Indicated

GRANT NUMBER : H158S90004

PROJECT TITLE:
Family Transition Planning and Support System

INSTITUTE #: 230

PROJECT DIRECTOR:
Phillip Ferguson

COMPETITION #: 84.158S

PROJECT COORDINATOR:
Roz Slovic

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Phillip Ferguson

MAILING ADDRESS:
Specialized Training Program
College of Education
University of Oregon
Eugene, OR 97403

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 503-346-2463

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: ORSTP

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To design, implement and evaluate a model to supplement formal planning procedures with a detailed and systematic set of informal planning procedures.

TARGET: Each of the four districts involved is expected to serve at least 5 to 10 families. Between 30 and 40 students with severe disabilities leaving the school system will benefit from the program in the next three three years.

APPROACH: A Family Transitions Planning and Support System will be designed to help families identify and utilize informal support strategies. This system will be implemented by preparing materials, training coordinators and planning assistants, and matching staff with referred families in two Educational Service Districts in Oregon. Two additional districts will be added following revisions and expansions of the original activities. Networking of participating families will be a key element in information sharing, strategizing, and mutual support.

OUTCOMES: A newsletter, three articles, and written project training and implementation materials will be released to the public. Presentations will be made at state and national conferences as well as regular "Strategies Roundtables."

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Multiple Handicap	20	15-40

Professionals/parents receiving services (training) through project activities:

Parents - 150	Agency personnel - 15
Teachers - 5	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Activity Report Form; Student Satisfaction Form; Survey of Family

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Executive summary will be incorporated into final report and research articles

Audience: Consumers, OSERS, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/91
Newsletter	06/01/91
Parent handbook	06/01/91
Training manual	06/01/91
Project-developed instruments	06/01/91
Videotape	06/01/91

GRANT NUMBER : H158S00012

PROJECT TITLE:
Parents as Transition Helpers (PATH)

PROJECT DIRECTOR:
David Katz

PROJECT COORDINATOR:
Roslyn Fisher

CONTACT PERSON: David Katz

MAILING ADDRESS:
Graduate School/University Center
City University of New York
33West 42nd ST., North Campus Rm. 620
New York, NY 10036

TELEPHONE #: 212-642-2943

INSTITUTE #: 258

COMPETITION #: 84.158S

PROJECT START DATE: 06/01/90
PROJECT END DATE: 05/01/93

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To improve transition services by developing behavioral and informational parent competencies.

TARGET: Approximately 144-180 parents of moderately and severely disabled inner city youth and 12 Transitional Linkage Coordinators.

APPROACH: A series of seminars will be offered in which special education staff learn parent education skills. These Transitional Linkage Coordinators will then conduct a series of workshops in which parents will receive training about all aspects of the transition process. Parents will participate directly in meetings with the school's transition planning team. They will also secure information about recreational, residential, financial, vocational, and training issues, as well as providing informal at-home skills training for the handicapped student. Parental self-help networking activities will entail small groups of parents reaching out to others with similar concerns.

OUTCOMES: Transition Linkage Coordinators will share with their schools appropriate materials they encounter through their experiences with the parent workshops. Presentations will be offered at local, state, regional and national conferences and articles submitted to professional journals. The program model and activities will be presented to advocacy groups to secure their active involvement.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 450

Professionals/parents receiving services (training) through project activities:

Parents - 400
Teachers - 42

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-free, Professional review

Instrumentation:

Locally/Project-Developed Instruments:

PATH Leader Knowledge Inventory; Knowledge/Attitude towards Increased Parent Involvement; End of Session Rating Form--Parents Rate Training, PATH Leader Survey; Activities to Increase Parent Involvement; Parent Survey 1 & 2 --Parents' Attitudes, Behaviors & Knowledge.

Personnel Involved in Evaluation: Project director, Project coordinator, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Transition Institute, Advisory Board, State Agency, VESID, NYC Board of Education, Transition Linkage Personnel

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	05/01/92
Journal articles	09/01/93

GRANT NUMBER : H158S00005

PROJECT TITLE:
BUILDING -- A Family Networking
Transition Project

PROJECT DIRECTOR:
Charlotte Des Jardins

PROJECT COORDINATOR:
Kathryn Moery

CONTACT PERSON: Kathryn Moery

MAILING ADDRESS:
Family Resource Center on Disabilities
20 East Jackson
Room #900
Chicago, IL 60604

TELEPHONE #: 312-939-3513

INSTITUTE #: 259

COMPETITION #: 84.158S

PROJECT START DATE: 06/01/90
PROJECT END DATE: 05/31/93

PRIMARY GRANTEE:
Private Nonprofit Agency

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To identify formal and informal approaches, services, and supports for disabled youth and their families, as well as encouraging them to develop self-advocacy skills and empowering strategies.

TARGET: Youth (N=90) with disabilities and their families in Chicago.

APPROACH: Parents and adults with disabilities will work in teams (one of each per team) with each family as family resource workers in mentor roles. The project will provide services in formulating Individual Family Transition Plans and other long term plans for future goals. Support groups will be provided for youth in transition and family members, as will basic information resources, referrals and linkages. Training and education activities will be implemented for project participants in advocacy and service access. Follow-up efforts and case coordination will also be included for each participating family.

OUTCOMES: Dissemination efforts will include presentations at local, state and national conferences of professional, parent and consumer organizations. The project training manual will be made available for replication projects. Announcements and brochures will also be distributed to members of the CCHC mailing list, parents and individuals in participating organizations, schools and community colleges, and leaders of relevant organizations.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Autism	2	14-18
Behavioral Disorders	1	N/A
Cerebral Palsy	1	N/A
Hearing Impairment	2	N/A
Learning Disability	18	N/A
Mild Mental Retardation	3	N/A
Visual Impairment	1	N/A
Minority Youth	28	N/A
Physical Disability	1	14-18

Professionals/parents receiving services (training) through project activities:

Agency personnel - 50
Teachers - 100
Project personnel - 8
Postsecondary faculty - 25
BUILDING -- A Family Networking Transition Project - 150
Undergraduate/graduate students - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Family Satisfaction Scales

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Locally/Project-Developed Instruments:
Referral/Recommendation/Outcomes Logs, Monthly Contact Logs, Team Contact Summary Logs(Quarterly), Family Satisfaction Scale, generated by BUILDING Project, Individualized Transition Plans, Staff Progress Reports, Phone Contact, Family Contact Log

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, ISBE/DORS, Chicago Public Schools, Transition Planning Council, Cooperating Agencies

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/01/90
Parent handbook	Not Indicated
Training manual	Not Indicated
Project-developed instruments	03/01/91
Slide presentation	Not Indicated
Videotape	Not Indicated
Journal articles	01/01/92
Replication manual	Not Indicated
Workshop Materials	03/01/91

GRANT NUMBER : H158S00001

PROJECT TITLE:
Enabling Futures Project: Utilizing
Family & Community Networks

PROJECT DIRECTOR:
Susan Brody Hasazi

PROJECT COORDINATOR:
Nancy Carlson & Katherine Shepherd

CONTACT PERSON: Katherine Shepherd

MAILING ADDRESS:
University of Vermont
Department of Special Education
405 Waterman Building
Burlington, VT 05405

TELEPHONE #: 802-656-2936

INSTITUTE #: 260

COMPETITION #: 84.158S

PROJECT START DATE: 06/01/90
PROJECT END DATE: 05/31/93

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop, implement and evaluate a model for utilizing family and community networks to assist in planning for and achieving successful transitions from school to adult life.

TARGET: Family members (N=150), 142 students with cognitive, physical or emotional disabilities, and 56 trainers, teachers and adult services providers will participate in team processes, workshops, training sessions and field testing.

APPROACH: Enabling Futures Teams will be formed centering around 25 students with disabilities and their families. Each team will include family members, the student, one educator, one adult service provider, one peer without a disability, and appropriate community members. The project will also collaborate with the Vermont Information and Training Network to develop materials, workshops, information and referral services. A curriculum will be developed, implemented, evaluated, and disseminated to promote self-advocacy and self-determination skills for students with disabilities who are facing secondary transitions. This program will be taught to integrated classrooms for students with and without disabilities, including the 25 target students.

OUTCOMES: Following evaluation, dissemination processes will include workshops and conferences in most of Vermont's school districts, collaboration with advocacy groups, and submission of project results to relevant professional national conferences and journals.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 60

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Professionals/parents receiving services (training) through project activities:

Parents - 150
Teachers - 22
Postsecondary faculty - 3
Agency personnel - 22
Project personnel - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Satisfaction with self-advocacy curriculum

On Employers: Characteristics/demographics, Degree of collaboration between project and employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects:

Project Designed Curriculum, Other information as provided by school

Locally/Project-Developed Instruments:

Curriculum Evaluation Rating Scale; Conference Evaluation Rating Scale; Family Support Materials Rating Scale, Intake Interviews for EFT Members, Parent Needs Assessment Survey, Process Evaluation Questionnaire; EFT Process; Parent Support, Contact Log

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Journal Articles, Stories; Consumer & Schools

Audience: Consumers, Advisory Board, Association for Retarded Citizens

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/91
Parent handbook	09/01/91
Training manual	09/01/91
Slide presentation	08/01/91
Videotape	08/01/91
Curricula	06/01/91
Journal articles	06/01/92

GRANT NUMBER : H158S00014

PROJECT TITLE:
Community Connections Project

PROJECT DIRECTOR:
Gina Gross

PROJECT COORDINATOR:
Gina Gross

CONTACT PERSON: Gina Gross

MAILING ADDRESS:
P.O.Box 328
Center for Community
Vashon, WA 98070

TELEPHONE #: 206-463-3666

INSTITUTE #: 276

COMPETITION #: 84.158S

PROJECT START DATE: 06/01/90
PROJECT END DATE: 06/01/93

PRIMARY GRANTEE:
For-Profit Agency

GEOGRAPHIC AREA SERVED:
Town of 10,000 to 50,000 people

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop and evaluate a model planning process and other procedures to assist students with disabilities and members of their families to identify, access and use formal and informal supports.
TARGET: Fifteen students in their last year of high school and their families.
APPROACH: The program will stress lifestyle planning as a means to focus on capacities and preferences of the individual and design supports around the person, rather than fitting individuals into programs. Lifestyle planning meetings will include community members, paid staff, and non-handicapped peers of the students'. An Activities Catalog will be used to assess individuals' current participation in activities at home and in the community.
Bridge-building activities will begin in the last year of high school and continue during the first two years following graduation. Students and family will also receive information and counseling regarding long-range planning for housing.
OUTCOMES: A brochure will be developed describing the goals, objectives and activities of the program. Papers on related topics will be written and presented at state, local and national conferences. The Community Connections Guide will be distributed nationally and local meetings held with parent groups to discuss project components.

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 15

Handicapping Condition	No. Served	Age Range

Behavioral Disorders	3	N/A
Chronic Mental Illness	2	N/A
Communication Disorders	2	N/A
Emotional Disorder	1	N/A
Learning Disability	1	N/A
Mild Mental Retardation	1	N/A
Moderate Mental Retardation	1	N/A
Severe Mental Retardation	1	N/A
Profound Mental Retardation	1	N/A
Spinal Cord Injury	1	N/A
Dropouts	1	N/A

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 20
Project personnel - 4
Agency personnel - 50
Teachers - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Case study, Analysis of process, problems

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Quality of life outcomes

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Use of activities & practices

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Individual case maybe study papers; Others selected papers

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Decision of Developmental Disabilities, Schools

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/91
Newsletter	01/01/91
Project-developed instruments	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

COMPETITION PROFILE: CFDA 84.158R

SECONDARY AND TRANSITION SERVICES FOLLOW-UP AND FOLLOW-ALONG PROJECTS

INITIAL COMPETITION: 4/15/88
SECOND COMPETITION: 3/10/89

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that (a) improve tracking systems for youths who complete or leave secondary programs; and (b) revise curriculum and/or program options based on continued analysis of outcome data.

The emphases were on enhancing existing procedures for a follow-up/ follow-along system for all program completers and leavers and revising existing program options to improve outcomes for youths with disabilities leaving secondary school. The projects are to track students' initial and continuing employment status with the outcome measurement performance standard being to prepare youths to live and work in the community. The second competition stressed collection of additional information about the availability of needed public services and informal supports during the follow-up/ follow-along process.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education for the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $840,000 was expected to be available for up to seven projects in fiscal year 1988. In fiscal year 1989, approximately $1,000,000 was made available to support up to eight additional projects.

NUMBER OF GRANTS AWARDED

Seven grants were awarded in fiscal year 1988, with seven additional grants awarded in fiscal year 1989.

DURATION OF GRANTS

Project support was available for up to four years under this competition in 1988, subject to an annual review of progress and availability of funds. In 1989, however, projects were funded for only three years with the same qualifications. All 14 projects are due to expire in 1992.

SUMMARY OF 84.158R PROJECT PROFILES

SECONDARY AND TRANSITION SERVICES FOLLOW-UP AND FOLLOW-ALONG PROJECTS

GEOGRAPHIC AREA SERVED

Of the 14 current projects, eight mention serving a statewide area, two projects serving a city of more than 100,000 people. The remaining four projects report serving a rural of people 5,000-10,000, a urban of people 50,000-100,000, a county, and a region of the nation, respectively.

PRIMARY GRANTEE

Four universities were awarded grants under this competition. Three state education agencies, two local education agencies, two university-affiliated program, one state vocational rehabilitation agency, one private nonprofit agency, and one other organization were also awarded grants.

PROJECT PARTICIPANTS

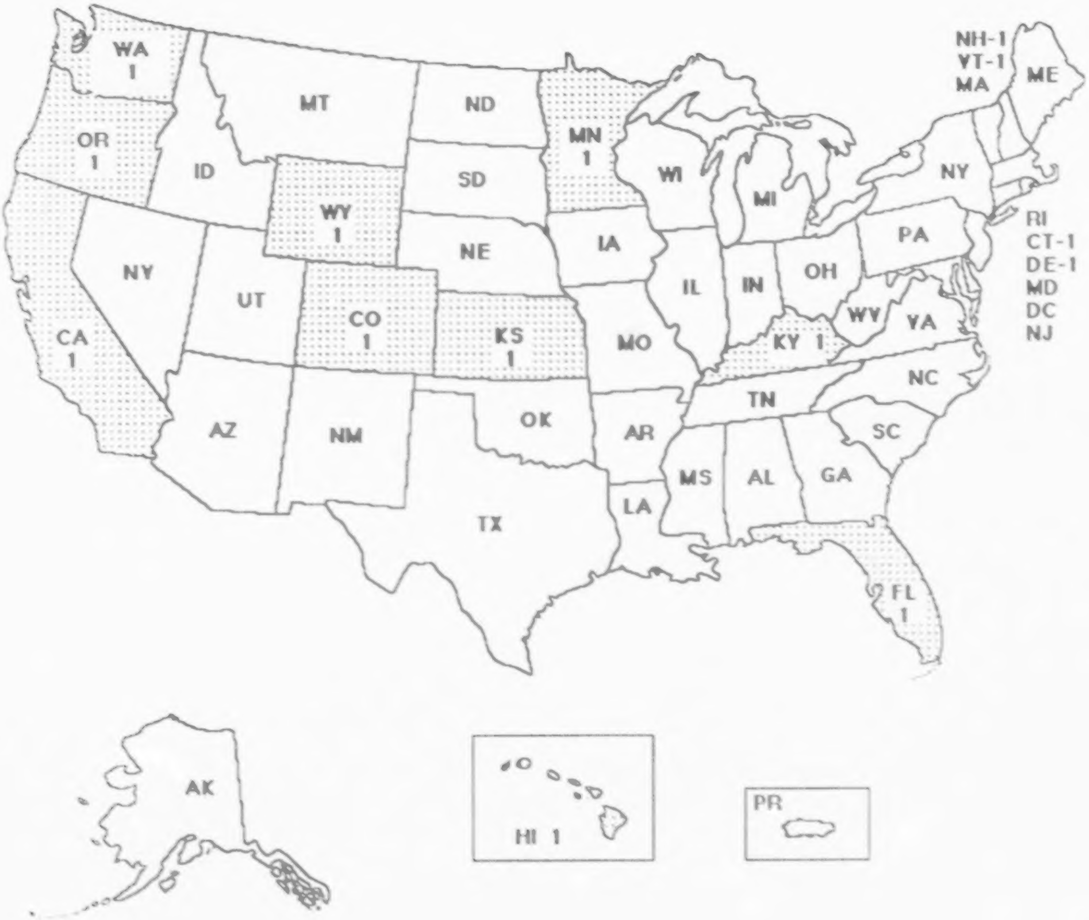
Eleven projects reported that 10,790 individuals with disabilities will receive direct services and according to 12 projects approximately 70,648 persons will be impacted over the entire funding period. Of the target population, 45% are persons with learning disabilities; 11% are dropouts, and 5% have moderate mental retardation. The remainder of the target population demonstrate the following disabilities: autism, behavior disorders, cerebral palsy, chronic mental illness, communication disorders, deafness, developmental disabilities, emotional disorder, epilepsy, health impairments, hearing impairments, mental retardation, spinal cord injury, traumatic brain injury, speech and visual impairment, and multiple handicaps.

All projects indicate the provision of related service components, specifically, training and service to 143 parents, 914 project and agency personnel, 51 students, and 22 postsecondary faculty, and 333 in the other category.

COOPERATING AGENCIES

Ten projects report cooperative efforts with a state vocational rehabilitation agency, local education agencies, state MH/DD agencies, and public secondary schools. Nine projects are cooperating with state educational agencies, eight are working with parent organizations. Five projects mention cooperation with area vocational centers, and community rehabilitation facilities. Four with for-profit agencies, Associations for Retarded Citizens, universities, JTPA, and state councils for DD Services. Three projects are cooperating with private secondary schools, community colleges, residential facilities, nonprofit agencies, and Associations for Learning Disabilities. Two projects indicate collaborative arrangements with university-affiliated programs, while six projects mention working with other groups.

Location of 84.158R Projects
Geographic Distribution of Current 84.158R Projects
as of July 1992
(N = 14)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VA
WV
PA
NY
ME
NH-1
VT-1
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CT-1
DE-1
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GRANT NUMBER : H158R80040

PROJECT TITLE:
Using a Tracking System to Impact
Instruction Programs for Handicapped
Youths

INSTITUTE #: 203

PROJECT DIRECTOR:
Elinor Elfner

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Sara Pankaskie

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/92

CONTACT PERSON: Sara Pankaskie

MAILING ADDRESS:
Bureau of Education for
Exceptional Students
654 Florida Education Center
Tallahassee, FL 32399

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 904-488-1106

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: TD# BEESPD

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To improve and expand the tracking system for handicapped youth who complete or leave school and to revise curricular and program options for handicapped students based on continued analysis of outcome data.

TARGET: Students served in programs for educable mentally handicapped, emotionally handicapped, specific learning disabled, and trainable mentally handicapped.

APPROACH: Follow-up data will be obtained on 3500 former students served in programs in each of the 67 Florida school districts through the use of existing data systems. In addition, follow-up data on an estimated 300 former students will be obtained through interviews conducted over a three-year period. Analysis of the data will lead to revision of curricular and program options. Local action plans will be developed and implemented to revise instructional program options and revise state policy.

OUTCOMES: Products to be developed include: a tracking system; a procedural manual for data collection; an interview questionnaire; a series of statistical analyses of tracking data with comparisons of individuals' school experiences to outcome elements; a series of publications documenting the change process, instructional program and policy changes, and barriers; and two seminar training outlines.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 2,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 300

Handicapping Condition	No. Served	Age Range
Emotional Disorder	30	12 - 17
Hearing Impairment	6	12 - 17
Learning Disability	180	12 - 17
Mild Mental Retardation	40	12 - 17
Moderate Mental Retardation	25	12 - 17
Severe Mental Retardation	6	12 - 17
Profound Mental Retardation	4	12 - 17
Visual Impairment	6	12 - 17
Physical Disability	10	12 - 17

Professionals/parents receiving services (training) through project activities:

Parents - 2
Business/industry - 4
Project personnel - 10
Agency personnel - 12
Teachers - 20
LEA administrators - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Postsecondary outcome, Autonomy

Instrumentation:

Commercially Available Instruments Used by Projects:

Locally/Project-Developed Instruments:

Student and Parent Interview Forms to assess post-school outcomes, satisfaction with high school program, Need for agency services, suggestions for program improvement, Evaluation of Interview Forms, process, and documentation, Student/Parent Contact Log, Log of Student Sample and Replacement

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Dept. of Education, Dev. Services, LEA (School Board)

PROJECT PRODUCTS:

Product	Date Available
Training manual	03/31/90
Project-developed instruments	01/31/90
Videotape	08/01/91
Journal articles	08/01/91
Replication manual	08/01/92
Data reports (annually)	Not Indicated

GRANT NUMBER : H158R80062

PROJECT TITLE:
Transitional Services for Handicapped Youth

PROJECT DIRECTOR:
Shelley Cohen

PROJECT COORDINATOR:
Harry Funk

CONTACT PERSON: Harry Funk

MAILING ADDRESS:
Department of Research
Jefferson County Public Schools
3332 Newburg Road
Louisville, KY 40218

TELEPHONE #: 502-473-3036

SPECIAL NET USER ID: JCPS/ECE-13

INSTITUTE #: 204

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
Local Education Agency

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To improve the LEA's tracking system for handicapped youth who complete or leave secondary programs and to revise curriculum and/or program options for secondary handicapped youth in order to increase their post-secondary success levels.

TARGET: The Jefferson (Kentucky) County Public Schools, which graduates approximately 200 mildly handicapped students each year.

APPROACH: Among the activities used to gather data are: written questionnaires and personal interviews, surveys of current and former handicapped students who graduated or dropped out of the school district between 1984 and 1992, surveys of parents, and longitudinal follow-up data on some subjects over a three to four year period. The project will utilize data to determine levels of effectiveness of existing program options, involve a broad-based advisory committee, and provide current and former students with a comprehensive assessment. Using the assessment results, the project will confer with each individual to develop an IEP leading to employment and obtain the student's commitment to a planned program of postsecondary education.

OUTCOMES: Project results will be incorporated into the district's Parent Resource Center, which focuses on secondary transition issues. Other outcomes will be valid and reliable data on a large number of current and former special education students; expanded and modified curriculum options to increase the likelihood of employment and independent living; a decrease in

the dropout rate; and a project-developed handbook describing the data collection/data analysis/program modification model.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 17,340

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 4,335

Handicapping Condition	No. Served	Age Range
Autism	487	12 - 27
Communication Disorders	142	12 - 27
Hearing Impairment	97	12 - 27
Learning Disability	4416	12 - 27
Mild Mental Retardation	1841	12 - 27
Moderate Mental Retardation	501	12 - 27
Severe Mental Retardation	560	12 - 27
Multiple Handicap	179	12 - 27
Visual Impairment	29	12 - 27
Dropouts	2686	12 - 27
Physical Disability	100	12 - 27

Professionals/parents receiving services (training) through project activities:

Project personnel - 4
Transitional Services for Handicapped Youth - 200

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Educational background, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project-Developed Instruments:

Project subjects will rate services received and satisfaction with current services, Parents will complete survey when their child cannot be contacted or is unable to respond to questions, Questionnaires to elicit follow-along and follow-up data on current/former handicapped students of the school district

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Cabinet for Human Services, KY Dept. of Education; State Employment Agency, JCPS Board of Education and other KY. School Boards, Colleges/ Universities Post-Secondary Training Programs, Advocacy Groups, City/County Government

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	09/30/92
Journal articles	09/30/92
Replication manual	09/30/92

GRANT NUMBER : H158R80006

PROJECT TITLE:
Following the Lives of Young Adults
with Disabilities in New Hampshire

PROJECT DIRECTOR:
Jan Nisbet

PROJECT COORDINATOR:
Stephen Lichtenstein

CONTACT PERSON: Stephen Lichtenstein

MAILING ADDRESS:
4 Hood House
University of New Hampshire
Durham, NH 03824

TELEPHONE #: 603-862-4190

INSTITUTE #: 205

COMPETITION #: 84.158R

PROJECT START DATE: 09/01/88
PROJECT END DATE: 08/31/92

PRIMARY GRANTEE:
University-Affiliated Program

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To examine what experiences young adults with disabilities are having in their final high school years and the years beyond, to look at these experiences, and to make programmatic and policy recommendations.

TARGET: All disability labels will be represented in the student sample; also included will be a group of individuals who have dropped out of school.

APPROACH: Information will be collected through investigation of school records and by conducting personal and phone interviews. Of particular interest are questions pertaining to opportunities for employment, post-secondary education and training, participation in leisure/recreation activities, utilization of community services, and integration factors during the last year of high school and the years immediately following. Continual data analysis will provide students, parents, policy makers, and school and adult agency personnel with information identifying types of experiences that relate to the lives of young adults beyond the high school years. In an intervention phase, technical assistance will be provided to four school districts.

OUTCOMES: An interagency system for following and predicting future services needs will be developed and implemented. Products will include a brochure and fact sheets describing the project and its activities.

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 350

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	15	18 - 21
Cerebral Palsy	2	18 - 21
Communication Disorders	3	18 - 21
Developmental Disability	40	18 - 21
Emotional Disorder	25	18 - 21
Epilepsy	4	18 - 21
Health Impairment	8	18 - 21
Hearing Impairment	5	18 - 21
Learning Disability	85	18 - 21
Mild Mental Retardation	9	18 - 21
Moderate Mental Retardation	8	18 - 21
Speech Impairment	3	18 - 21
Visual Impairment	2	18 - 21
Dropouts	50	18 - 21
Physical Disability	2	18 - 21

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Formal evaluation

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Project impact on providers

Instrumentation:

Locally/Project-Developed Instruments:

Follow-Up Instrumentation

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board

Type of Evaluation Reporting and Audience:

Type: Executive summary, OSERS, Advisory Board

Audience: OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/30/90
Newsletter	Not Indicated
Project-developed instruments	12/31/89

GRANT NUMBER : H158R80088

PROJECT TITLE:
Improving Transitional Services Through
Longitudinal Outcome Data

INSTITUTE #: 206

PROJECT DIRECTOR:
Robert A. Stodden

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Ronald K. James

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

CONTACT PERSON: Ronald K. James

MAILING ADDRESS:
Hawaii University Affiliated Program
University of Hawaii at Manoa
1776 University Avenue, Wist 211
Honolulu, HI 96822

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 808-956-5712

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To improve the quality and coordination of transition services, using a theoretical model to guide the collection and analysis of longitudinal data.

TARGET: Data will be collected from three successive samples of 300 special education and regular education school leavers.

APPROACH: The theoretical model will (a) encompass important questions posed by all relevant interest groups; (b) specify variables to be tracked; and (c) specify assumed, a priori relationships among variables and, hence, the analyses to be completed on the empirical data. Technical design addresses criterion deficiency, sampling inadequacies, reliability of measurements, and biases in respondent samples. The project will facilitate interagency use of results to prioritize, plan, implement, and assess the impact of secondary-to- post-secondary system interventions. Institutionalization of innovations is a continuing project focus.

OUTCOMES: A summary brochure, description of the theoretical model, a procedural guide for the tracking system, interagency working agreements, and journal articles and project reports will be disseminated for replication in other states.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 6,300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 1,000

Handicapping Condition	No. Served	Age Range
Autism	4	15 - 21
Cerebral Palsy	36	15 - 21
Communication Disorders	12	15 - 21
Deaf/Blindness	4	15 - 21
Emotional Disorder	144	15 - 21
Health Impairment	16	15 - 21
Hearing Impairment	40	15 - 21
Learning Disability	456	15 - 21
Mild Mental Retardation	128	15 - 21
Moderate Mental Retardation	68	15 - 21
Severe Mental Retardation	44	15 - 21
Profound Mental Retardation	28	15 - 21
Multiple Handicap	12	15 - 21
Visual Impairment	8	15 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 70
Business/industry - 25
Project personnel - 3
Undergraduate/graduate students - 30
Agency personnel - 100
Teachers - 90
Postsecondary faculty - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project-Developed Instruments:

Survey instruments to assess family variables and outcome variables in each of the community adjustment subdomains

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: OSERS, Transition Institute, Interagency Transition Committee

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/31/89
Training manual	02/01/90
Project-developed instruments	03/01/90
Journal articles	12/01/90
Replication manual	01/01/91
Dbase IV for data collection/analysis	03/01/91

GRANT NUMBER : H158R80017

PROJECT TITLE:
Post-School Indicators for Program Improvement Project

INSTITUTE #: 207

PROJECT DIRECTOR:
Susan Brody Hasazi

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Lia Cravedi-Cheng

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

CONTACT PERSON: Susan Brody Hasazi

MAILING ADDRESS:
Department of Special Education
405A Waterman Building
University of Vermont
Burlington, VT 05405

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 802-656-2936

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop, implement, evaluate, replicate, and disseminate a state-wide follow-up/follow-along system for monitoring the post-school employment, education, living arrangement, friendships, and decision-making offer more special education students, and to develop a state supported technical assistance system to assist school districts in utilizing follow-up/follow-along data for the purposes of program improvement.
TARGET: The project will serve all students with handicaps, but will place a special emphasis on young women with handicaps and students who have dropped out of school.
APPROACH: The project builds on past follow-up studies conducted in Vermont but which were limited in the number of districts involved and the range of handicapping conditions studied. All students who exit special education will be included in this statewide effort. The follow-up data will be used to target specific program modification aimed at increasing employment levels, post-secondary education opportunities, friendships, and decision-making skills. Technical assistance to promote these efforts will be provided.
OUTCOMES: The proposed follow-up/follow-along system will be incorporated into the State of Vermont's comprehensive evaluation system which ensures the continuation of this follow-up effort beyond the four-year grant period.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 2,000

Professionals/parents receiving services (training) through project activities:
Parents - 25
Agency personnel - 100
Teachers - 250

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based

Type of Data/Information Being Collected:
On Students/Clients: Type or extent of services rendered, Demographic, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:
Locally/Project-Developed Instruments:
Vermont's Post-High School Indicators Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, Transition Institute, State Agency, VR, Education, Mental Health Job Service

PROJECT PRODUCTS:

Product	Date Available
Training manual	01/31/89
Project-developed instruments	05/31/89
Journal articles	Not Indicated
Dissemination Manual Information Poster	Not Indicated

GRANT NUMBER : H158R80028

PROJECT TITLE:
Polymorphic Tracking and Intervention
Model for At-Risk Students

PROJECT DIRECTOR:
Phyllis Levine

PROJECT COORDINATOR:
Angela Hill

CONTACT PERSON: Phyllis Levine

MAILING ADDRESS:
CDMRC EEU
WJ-10
University of Washington
Seattle, WA 98195

TELEPHONE #: 206-543-4011

INSTITUTE #: 208

COMPETITION #: 84.158R

PROJECT START DATE: 07/01/88
PROJECT END DATE: 06/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
City of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop and implement a follow-along system capable of flagging at-risk students early enough that appropriate interventions can prevent them from dropping out and to test four models of intervention programs feasible in suburban districts.

TARGET: Secondary special education students, especially those at-risk for dropping out of school.

APPROACH: A systematic tracking system will be used to follow all secondary special education students to determine the number of dropouts, the characteristics of students who drop out, and the post-school outcomes for dropouts compared to students who complete school. Development of the follow-along system will be geared to the identification of reliable at-risk indicators so educators can intervene with potential early leavers to keep them in school and better meet their individual needs. The four intervention models to be field-tested are: (1) a case management system, (2) a mentor program, (3) social support groups, and (4) prosocial activity groups. They are designed to meet students' immediate needs and to develop skills that will be useful later in life.

OUTCOMES: Approximately 1180 students will be tracked in eight high schools in three districts. Specific outcomes envisioned are: a cost-effective, reliable tracking system; student profiles for students at risk of becoming dropouts; four model programs for assisting at-risk youth; and a grade 9 diversion program. The procedures will be implemented in one school district,

without the use of federal funds, to document how these procedures can be disseminated too their districts.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,806

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	200	N/A
Communication Disorders	20	N/A
Health Impairment	140	N/A
Hearing Impairment	15	N/A
Learning Disability	1200	N/A
Mild Mental Retardation	130	N/A
Moderate Mental Retardation	45	N/A
Severe Mental Retardation	8	N/A
Multiple Handicap	26	N/A
Visual Impairment	2	N/A
Physical Disability	20	

Professionals/parents receiving services (training) through project activities:

Agency personnel - 4
Teachers - 20
Project personnel - 14
Principals - 16
Undergraduate/graduate students - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Parent, Student, Dropout and Graduate Questionnaires for collection of demographics, employment, school satisfaction, assistance back school, Case Manager Log for keeping track of interventions used with dropouts or at-risk youth

Personnel Involved in Evaluation: Project director, Project coordinator,

Project staff, Principal Investigator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Data reports
Audience: Consumers, OSERS, Transition Institute, School districts

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	12/01/90
Journal articles	Not Indicated
Replication manual	Not Indicated
Data Reports	Not Indicated

GRANT NUMBER : H158R80022

PROJECT TITLE:
Secondary Transition
Follow-Along/Follow-Up System

PROJECT DIRECTOR:
Richard Weatherman/D. Johnson

PROJECT COORDINATOR:
David R. Johnson

CONTACT PERSON: David R. Johnson

MAILING ADDRESS:
Institute on Community Integration
6 Pattee Hall
150 Pillsbury Dr., SE
Minneapolis, MN 55455

TELEPHONE #: 612-624-4848

SPECIAL NET USER ID: MN.UAP

INSTITUTE #: 209

COMPETITION #: 84.158R

PROJECT START DATE: 10/01/88
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University-Affiliated Program

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To design, demonstrate, and test a comprehensive follow-along/follow-up system to improve the transition process from school to work and community living for youth with disabilities.

TARGET: Secondary students who are in, or who enter, special education service at the secondary level, followed into early career years.

APPROACH: In the first two years of the project, all components of the follow-up/follow-along tracking system were designed and tested. Extensive measures on present and former special education students in the Minneapolis Public Schools continue to gather and analyze data, and procedures for using these findings in student and program planning are being developed. Based on information derived from the comprehensive databases, district-level planning procedures are being developed in two broad areas: (1) student service planning and decision-making, and (2) program improvement planning. In the final phase of the project, training and dissemination efforts are intended to impact a wide audience of professionals and consumers. An internal steering committee meets monthly to manage activities, and an advisory committee formed by the Minneapolis Public Schools reviews programmatic issues related to the development and implementation of the project.

OUTCOMES: The outcome information will be used to more effectively plan current services and effect successful transition. The follow-up system will be proposed as a critical sub-component in the development of a large statewide management information system.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 250

Handicapping Condition	No. Served	Age Range
Developmental Disability	50	14 - 21
Learning Disability	150	14 - 21
Mild Mental Retardation	150	14 - 21
Moderate Mental Retardation	100	14 - 21
Severe Mental Retardation	50	14 - 21
Multiple Handicap	70	14 - 21
Dropouts	30	14 - 21

Professionals/parents receiving services (training) through project activities:

Teachers - 10

Project personnel - 4

Undergraduate/graduate students - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based

Type of Data/Information Being Collected:

On Students/Clients:, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, dropout status

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

ICAP -- Inventory for Client Agency Planning; SIB -- Scales of Independent Behavior, ICAP--Inventory for Client Agency Planning; SIB--Scales of Independent Behavior

Locally/Project-Developed Instruments:

Follow-Up survey/structured interview format-UAP developed, Retrospective and prospective biographical, demographic,program,and service record forms

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: OSERS, Transition Institute, Advisory Board, State Agency, UAPs, RRTCs, RRCs

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/89
Project-developed instruments	09/01/90
Journal articles	09/01/91
Replication manual	09/01/92

GRANT NUMBER: H158R90037

PROJECT TITLE:
A State of California Interagency
Transition Follow-Up/Follow-Along
Program Effectiveness Model

INSTITUTE #: 221

PROJECT DIRECTOR:
John Haynes

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Cynthia McMath

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: John Haynes

MAILING ADDRESS:
Mendocino County Office of
Education/SELPA
2240 East Side Road
Ukiah, CA 95482

PRIMARY GRANTEE:
Local Education Agency

TELEPHONE #: 707-463-4891

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: CASELMENDO

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop a cooperative interagency data collection process for handicapped youth that documents the in-school, individual, and student-family variables, as well as the variables of service provider agencies. The data collection process will also provide longitudinal information on handicapped school leavers.

TARGET: At least 250 handicapped school leavers in 5 LEA's will be tracked in the pilot phase, and about 3000 from 30 LEA's in the project's demonstration/evaluation phases.

APPROACH: (1) To operationalize a cooperative model for a statewide follow-up system for all youth with handicaps who leave school, (2) to operationalize a cooperative model utilizing follow-up data to demonstrate program effectiveness lack thereof, and (3) to operationalize a cooperative follow-up program effectiveness model providing for revision of existing program options in order to improve student transition outcomes.

OUTCOMES: Products, including quantifiable information, program evaluation and cost effectiveness, will be disseminated statewide and nationally to educators and service providers through the interagency board.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 5,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 2,500

Professionals/parents receiving services (training) through project activities:

Parents - 10	Agency personnel - 10
Teachers - 60	
Mendocino County Office of Education/SELPA - 45	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Locally/Project-Developed Instruments:

A State of California Interagency Follow-Up Project's Student Program Data Survey

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet, Presentations to Transition Service Providers, Agencies, Groups

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, SDE, JTPA, DD Councils, Rehabilitation, Project Interagency Advisory Board, Parent Advocacy Groups

PROJECT PRODUCTS:

GRANT NUMBER : H158R90037

PROJECT TITLE:
A State of California Interagency
Transition Follow-Up/Follow-Along
Program Effectiveness Model

INSTITUTE #: 221

PROJECT DIRECTOR:
John Haynes

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Cynthia McMath

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: John Haynes

MAILING ADDRESS:
Mendocino County Office of
Education/SELPA
2240 East Side Road
Ukiah, CA 95482

PRIMARY GRANTEE:
Local Education Agency

TELEPHONE #: 707-463-4891

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: CASELMENDO

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop a cooperative interagency data collection process for handicapped youth that documents the in-school, individual, and student-family variables, as well as the variables of service provider agencies. The data collection process will also provide longitudinal information on handicapped school leavers.

TARGET: At least 250 handicapped school leavers in 5 LEA's will be tracked in the pilot phase, and about 3000 from 30 LEA's in the project's demonstration/evaluation phases.

APPROACH: (1) To operationalize a cooperative model for a statewide follow-up system for all youth with handicaps who leave school, (2) to operationalize a cooperative model utilizing follow-up data to demonstrate program effectiveness lack thereof, and (3) to operationalize a cooperative follow-up program effectiveness model providing for revision of existing program options in order to improve student transition outcomes.

OUTCOMES: Products, including quantifiable information, program evaluation and cost effectiveness, will be disseminated statewide and nationally to educators and service providers through the interagency board.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 5,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 2,500

Professionals/parents receiving services (training) through project activities:

Parents - 10
Agency personnel - 10
Teachers - 60
Mendocino County Office of Education/SELPA - 45

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Locally/Project-Developed Instruments:
A State of California Interagency Follow-Up Project's Student Program Data Survey

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet, Presentations to Transition Service Providers, Agencies, Groups

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, SDE, JTPA, DD Councils, Rehabilitation, Project Interagency Advisory Board, Parent Advocacy Groups

PROJECT PRODUCTS:

Product	Date Available
Brochure	05/01/91
Training manual	11/01/91
Project-developed instruments	09/01/91
Journal articles	02/28/91
Replication manual	09/01/91

GRANT NUMBER : H158R90031

PROJECT TITLE:
Improving Local Outcomes Through the
Colorado Student Tracking System

INSTITUTE #: 222

PROJECT DIRECTOR:
Don St. Louis

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Deborah Skovron

PROJECT START DATE: 10/01/89
PROJECT END DATE: 10/30/92

CONTACT PERSON: Deborah Skovron

MAILING ADDRESS:
Rocky Mountain Resource and
Training Institute
6366 Ward Street, # 310
Arvada, CO 80004

PRIMARY GRANTEE:
State MH/DD Agency

TELEPHONE #: 303-420-2942

GEOGRAPHIC AREA SERVED:
Town of 5,000 to 10,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To implement a model transition system at three sites in Colorado currently using model transition processes, with data intended to facilitate instructional program revision through feedback.

TARGET: Approximately 375 students with disabilities will serve as the sample. Rural, urban and suburban environments will be represented; as will various racial, ethnic, and economic groups.

APPROACH: To implement a computerized system to track student outcomes at three pilot sites, revise curricular and program options for youth with handicaps based on continued analysis of outcome data and supplementary information. To define appropriate state policies, funding mechanisms, rules, regulations and guidelines deemed necessary to support desired outcomes for youth with handicaps; and to identify state, federal and local barriers and facilitators impending or supporting desired results.

OUTCOMES: A computerized tracking system, analysis of all Colorado agencies' data systems, a data collection instrument, interview questionnaires, longitudinal data, training materials, data users' manual, a manual for implementation procedures for instructional revision, policy recommendations, and reports for publications.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 3,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 1,000

Handicapping Condition	No. Served	Age Range
Autism	6	15-19
Behavioral Disorders	400	15-23
Cerebral Palsy	65	15-23
Chronic Mental Illness	175	15-23
Emotional Disorder	400	15-23
Epilepsy	75	15-23
Health Impairment	350	15-23
Hearing Impairment	200	15-23
Learning Disability	800	15-23
Mild Mental Retardation	350	15-23
Moderate Mental Retardation	350	15-23
Severe Mental Retardation	190	15-23
Profound Mental Retardation	35	15-23
Spinal Cord Injury	10	15-23
Brain Injury	10	15-23
Visual Impairment	95	15-23
Dropouts	90	15-23
Physical Disability	125	15-23

Professionals/parents receiving services (training) through project activities:

Parents - 7
Business/industry - 4
Project personnel - 5
Agency personnel - 30
Teachers - 7
Postsecondary faculty - 7
Rocky Mountain Resource and Training Institute - 15
Undergraduate/graduate students - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Health Ed. & Contact w/Health System

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Locally/Project-Developed Instruments:

Exit Survey Administration Students at Graduation and a 1 year intervals for follow up, Record Review Form to collect data in in-school experiences

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board

Type of Evaluation Reporting and Audience:

Type: Executive summary, Brochure/Pamphlet, Periodic news releases to local communities involved in project

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Rehab./Sp Ed./ Comm. Colleges/ DD Agency/ JTPA /Mental Health, Board of Directors for Institute

PROJECT PRODUCTS:

Product	Date Available
Newsletter	03/01/91
Training manual	04/01/91
Project-developed instruments	03/01/91
Replication manual	04/01/92

GRANT NUMBER : H158R90021

PROJECT TITLE:
Design of a Secondary Transition
Follow-Up/Follow-Along Tracking System

INSTITUTE #: 223

PROJECT DIRECTOR:
John R. Quinn

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Wendy Gates

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: John R. Quinn

MAILING ADDRESS:
Easter Seal Society of Connecticut
P.O. Box 100
Jones Street
Hebron, CT 06248

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 203-228-9438

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To design a secondary transition follow-up/follow-along tracking system.

TARGET: There are currently 2,146 special education students in Bridgeport Public Schools. Roughly 300 students, 100 adults who exited programs 1-2 years ago, and 70 adults who exited 3-5 years ago, all with mild to severe disabilities will be included in data collection.

APPROACH: A follow-up/follow-along tracking system will be established to collect a uniform, minimum data set on students in special education starting at age 14. A database will be developed to collect and analyze more in depth quantitative and qualitative data on personal attributes, skills and abilities of sample students. Outcome data on students 1-2 years and 3-5 years after exiting the program (and dropouts) will be gathered. The follow-up system will be proposed as a critical sub-component in development of a statewide information management system. Finally, results of analysis will be applied to development and improvement of student services, plans and programs.

OUTCOMES: Project results and data will be used to more effectively plan current services and effect successful transition.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 1,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Project impact on employers

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects: WAIS-R, WISC-R, Bennet, Peabody, Becker, Bender Gestalt,

Locally/Project-Developed Instruments: Teacher Survey and Parent Survey: Both Regarding Reasons for the Success or Failure of Special Education of Students in School, Prospective and Retrospective Surveys Examine Demographics, School, Work, Community & Recreation/Leisure Experiences

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet

Audience: Consumers, OSERS, Advisory Board, State Agency, DMR, DRS, CT University Affiliated, CT State Advisory Council, CT State Department of Education

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/92
Parent handbook	06/01/92
Training manual	06/01/92
Project-developed instruments	06/01/92
Curricula	06/01/92
Journal articles	06/01/92
Replication manual	06/01/92

GRANT NUMBER : H158R90022

PROJECT TITLE:
Secondary and Transition Services
Follow-Up/Follow-Along

INSTITUTE #: 224

PROJECT DIRECTOR:
Martha A. Brooks

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Kathy Klees Hanebutt

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Martha A. Brooks

MAILING ADDRESS:
Department of Public Instruction
Exceptional Children/Special Programs
P.O. 1402
Dover, DE 19903

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 302-736-4667

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: DE.SE

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop, refine, and implement a comprehensive follow-along computerized management system within the state of Delaware.

TARGET: All 17 local education agencies in the state will be interfaced, as will adult service agencies relevant to people with disabilities. Roughly 4,500 special education students are enrolled in secondary school in the state, and approximately 10% of them can be expected to drop out.

APPROACH: A comprehensive computerized data management system will be developed and implemented to track progress of special education students from the age of 14 through at least three years after they exit the school system. Follow-up phone surveys will be conducted at one and three year intervals. A tracking system will be developed and implemented for special education students who drop out. Standards for secondary programs serving youth with disabilities will be established and implemented.

OUTCOMES: A statewide follow-up system for youth with disabilities, information on transition plans, exit data and follow-up data from the three years of the project, and a focus on model secondary programs for special needs students will be primary outcomes.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 4,022

Handicapping Condition	No. Served	Age Range
Autism	60	14 - 21
Behavioral Disorders	537	14 - 21
Deaf/Blindness	10	14 - 21
Hearing Impairment	74	14 - 21
Learning Disability	2376	14 - 21
Mild Mental Retardation	227	14 - 21
Moderate Mental Retardation	140	14 - 21
Severe Mental Retardation	85	14 - 21
Physical Disability	74	14 - 21
Intensive Learning Students	438	14 - 21

Professionals/parents receiving services (training) through project activities:
Teachers - 19

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status
On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Department of Public Instruction, State Board of Education

PROJECT PRODUCTS:

Product	Date Available
Training manual	01/01/92
Data collection procedures & protocols	01/01/92

GRANT NUMBER : H158R90005

PROJECT TITLE:
Kansas Interagency Follow-Along System
for Improving Transition Services for
Youth with Handicaps

INSTITUTE #: 225

PROJECT DIRECTOR:
Sid Cooby

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Michael R. Penrod

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Michael R. Penrod

MAILING ADDRESS:
Kansas State Board of Education
Special Education Outcomes Team
120 East 10th Street
Topeka, KS 66612

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 913-296-2515

GEOGRAPHIC AREA SERVED:
State

SPECIAL NET USER ID: Kansasse

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To improve the quality and coordination of transition services in the state of Kansas.

TARGET: There are currently 10,418 students with disabilities between the ages of 14 and 21 enrolled in special education services in Kansas. Improvements in special education programs will impact approximately 22,000 Kansas students currently in the 6 to 11 age group.

APPROACH: In year 1 the program will develop a conceptual model describing significant variables, data domains, and predicted relationships among students, family, and program-oriented outcomes. It will develop and pilot-test an information retrieval system for state tracking, follow-along procedures, and systems for identification of linking variables. In the following years the state follow-along system will be implemented and expanded, a statewide database will be developed, and project results will be replicated, institutionalized and disseminated.

OUTCOMES: The system will become part of systematic monitoring by the SEA. To ensure institutionalization of the effort, products and procedures will be disseminated for replication in other states.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with Handicapping Conditions

impacted by direct services over entire funding period: 22,000

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Goal-free, Decision making, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Employer Satisfaction

On Employers: Degree of collaboration between project and employers

Instrumentation:

Locally/Project-Developed Instruments:
Student in school, Employer, Former student

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Board of Education, VR Agency, Human Resources

PROJECT PRODUCTS:

Product	Date Available
Training manual	08/01/91
Project-developed instruments	08/01/91
Journal articles	01/01/91
Replication manual	08/01/92

GRANT NUMBER : H158R90027

PROJECT TITLE:
Using a Follow-Along System to
Influence Statewide Systems Change

INSTITUTE #: 226

PROJECT DIRECTOR:
Michael R. Benz

COMPETITION #: 84.158R

PROJECT COORDINATOR:
Cindy Herr

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Michael R. Benz

MAILING ADDRESS:
Secondary Special Education
175 Education
University of Oregon
Eugene, OR 97403

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 503-686-3585

GEOGRAPHIC AREA SERVED:
Region of the nation

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To (a) replicate and validate in Nevada a follow-along strategy currently being developed in Oregon that has the capacity to both describe and explain varying levels of community adjustment experienced by young adults with disabilities and (b) develop and evaluate a management information system to allow follow-along data to be used at both state and local levels to make systematic, cumulative changes in secondary special education and transition services.

TARGET: Both students who complete school (N=160) and drop-outs (N=80) will be included in the sample, these figures representing about half the statewide population of target groups.

APPROACH: Through computer-assisted telephone surveys during students' last year in high school and again at 12 and 24 month intervals data will be gathered about personal/family characteristics, school services received, school achievement, post-school services received, and community adjustment. Technical assistance will be provided to state and local staff implementing and maintaining the follow-along strategy and management information system.

OUTCOMES: Final versions of data collection instruments, a set of three rounds of follow-along data, a field-tested MIS system with formative evaluation, and accompanying manuals for follow-along procedures and MIS use.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 555

Handicapping Condition	No. Served	Age Range
Autism	1	17-22
Behavioral Disorders	34	17-22
Health Impairment	15	17-22
Hearing Impairment	19	17-22
Learning Disability	233	17-22
Mild Mental Retardation	50	17-22
Severe Mental Retardation	36	17-22
Multiple Handicap	2	17-22
Speech Impairment	18	17-22
Visual Impairment	95	17-22
Physical Disability	11	17-22
Nondisabled Participants (131)	0	17-22

Professionals/parents receiving services (training) through project activities:

Agency personnel - 10 Project personnel - 30

Using a Follow-Along System to Influence Statewide Systems Change - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Transition skills Inventory, Student/Parent In-School and Out-of-School Interviews, High school teacher questionnaire, Parallels to these interview instruments will also be developed for the comparison sample of nondisabled students

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, SEA & LEA personnel

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, State Agency, Department of Education, State Interagency Transition Council, Community Transition Teams

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	12/01/91
Journal articles	06/30/91
Replication manual	08/31/92
Research Report	04/30/91

GRANT NUMBER : H158R90023

PROJECT TITLE:
Secondary Education and Transition
Services Follow-Up/Follow-Along

PROJECT DIRECTOR:
Steve Miedziak

PROJECT COORDINATOR:
Marcia Price

CONTACT PERSON: Marcia Price

MAILING ADDRESS:
Vocational Rehabilitation
1120 Herschler Building
Cheyenne, WY 82002

TELEPHONE #: 307-777-6947

INSTITUTE #: 227

COMPETITION #: 84.158R

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

PRIMARY GRANTEE:
State Vocational Rehabilitation
Agency

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To establish a data-based, statewide follow-up, follow-along system for youth with handicapping conditions who are making the transition from school to adult life.

TARGET: About 350 students with disabilities will exit Wyoming schools over the next three years.

APPROACH: A statewide task force will capture commitment from parents, agencies, providers, and legislators, as well as directing policies, services, and legislation which support transition services. A steering team will address policies, resources, and referral criteria. An individualized transition team will develop an individualized transition plan specific to each student's needs. Local implementation will include transition team training, data system design, evaluation, marketing, data collection, and reporting.

OUTCOMES: The chief product will be data that will be evaluated to determine the need to modify curricula at all levels of instruction to better meet the needs of the target population.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions

receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Deaf/Blindness	9	16-21
Emotional Disorder	387	16-21
Health Impairment	36	16-21
Hearing Impairment	27	16-21
Learning Disability	1188	16-21
Mild Mental Retardation	208	16-21
Speech Impairment	28	16-21
Visual Impairment	10	16-21
Physical Disability	25	16-21

Professionals/parents receiving services (training) through project activities:

Parents - 29
Business/industry - 15
Project personnel - 3
Agency personnel - 31
Teachers - 20
Postsecondary faculty - 10
Secondary Education and Transition Services Follow-Up/Follow-Along - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Decision making, Professional review, Follow-Up/Along survey

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Transportation; Independent living skill

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Vocational evaluation -- uses situational assessments & formalized tests, Peabody -- Vocational Evaluation, Street Survival Skills; Questionnaire, Vocational Evaluation --Situational assessment; Independent living Training, WROIT; WRAT; Strong -- Campbell; CAL; Vocational Evaluation, Situational Assessment, Vocational Evaluation, WROIT; Peabody; Vocational Evaluation; WRAT, Vocational Evaluations are referred by the school district for certain students. The agency that evaluate these students use the above mentioned tests

Locally/Project-Developed Instruments:
Training Evaluation Reports, Follow Up/ Follow Along Survey

Personnel Involved in Evaluation: Project director, Project coordinator,

Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, DVR / Department of Education, Parents/DD Council, Employers

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/01/91
Parent handbook	08/01/92
Student handbook	08/01/92
Project-developed instruments	02/01/91
Journal articles	Not Indicated
3yr summary report	08/30/92
Local school district reports	08/30/92

COMPETITION PROFILE: CFDA 84.158N

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

INITIAL COMPETITION: 2/12/88
SECOND COMPETITION: 3/31/89
THIRD COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purposes of this priority were to develop, demonstrate, and disseminate models for preparing and placing youths with severe disabilities in competitive or supported work prior to leaving school, including introducing these youths to adult service agency support networks. The intended outcome was placement of youths with severe disabilities in competitive or supported employment.

Emphases included (a) partnerships with employers and measurement of employer satisfaction; (b) program evaluation to include outcome measures such as initial employment status; (c) working relationships between educational agencies and supported work efforts at the state and local level; and (d) working partnerships with families who are committed to maximizing independence.

In the second competition, the purpose, emphases, and outcomes remained essentially the same. However, the term "severe" was removed as a descripton of the target population and replaced with the more general term, "youths with handicaps."

Again, in the third competition, the purpose, emphases, and outcomes remained the same as in the original competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for up to 10 projects in fiscal year 1988, whereas approximately $1,010,000 was available in fiscal year 1989 for the same number of projects. Approximately $880,000 of FY 1990 funds are available to initially fund these projects for two 12-month budget periods of the total project period. Estimated size of awards ($110,000) is for each 12 months of the project period.

NUMBER OF GRANTS AWARDED

A total of 18 grants are currently funded in 84.158N.

DURATION OF GRANTS

Project support was available for up to three years in all three competitions for FY 1988, 1989, and 1990, subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158N PROJECT PROFILES

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

GEOGRAPHIC AREA SERVED

Of the current 18 projects, five indicate serving a city of more than 100,000 people, five a region within a state, while four indicate serving a statewide area. Three projects report serving urban areas of 50,000 to 100,000 people and one project indicates serving a county.

PRIMARY GRANTEE

Five universities, four university-affiliated programs, three private nonprofit organizations, three state education agencies, and two public secondary schools were awarded grants. One local education agency, and one research institute also received grants.

PROJECT PARTICIPANTS

Sixteen projects report that 758 individuals with disabilities receive direct services over the entire funding period. Projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. According to 14 projects, an estimated 4,383 persons will be impacted over the entire funding period. Of the target population, 33% are persons with moderate mental retardation, 17% with learning disabilities, and 16.5% with severe mental retardation.

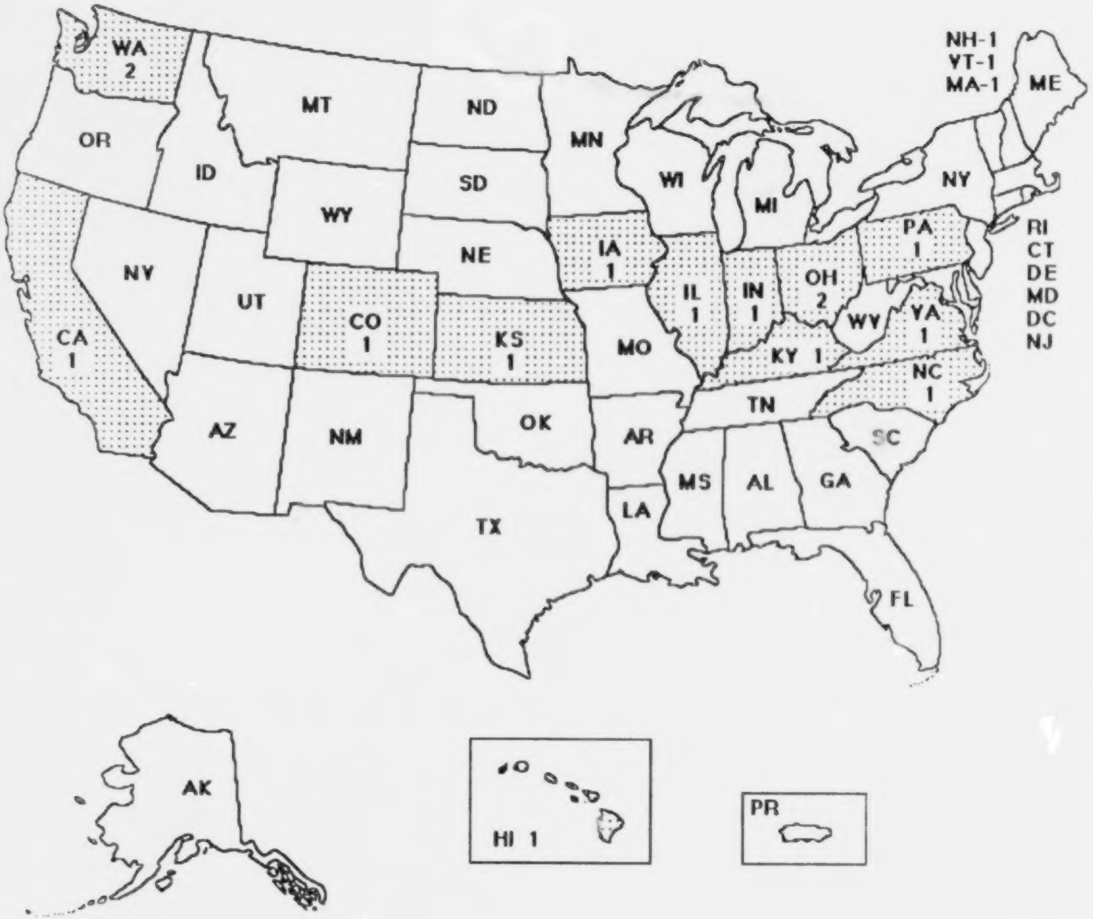
The remainder demonstrate the following disabilities : autism, behavior disorders, cerebral palsy, chronic mental illness, communication disorders, deafness, developmental disabilities, emotional disorder, health impairments, hearing impairments, mild, and profound mental retardation, traumatic brain injury, speech, and visual impairment, dropouts, minority youth, economically disadvantaged, substance abuse, and multiple handicaps.

All projects mention the provision of related service components, specifically, training and service to 1,175 parents, 2,616 agency and project personnel, 12 postsecondary faculty, 256 undergraduate/graduate students, and 503 in the other category.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations: 15 with public secondary schools and state vocational rehabilitation agencies; 12 with local education agencies; 10 with parent organizations; seven with community rehabilitation facilities and area vocational centers, six with for-profit agencies, Association for Retarded Citizen, and state MH/DD agencies; five with universities, and nonprofit agencies, and state council for DD agencies. Other cooperative arrangements include four research institutes, four JTPA, four local governments, three state educational agencies, three university-affiliated programs, two community colleges, one private secondary school, one Association for Learning Disabilities, one residential facility, and four various other agencies.

Location of 84.158N Projects
Geographic Distribution of Current 84.158N Projects
as of July 1992
(N = 18)


WA 2
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SC
NC 1
VA 1
WV
PA 1
NY
NH-1
VT-1
MA-1
ME
RI
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PR

GRANT NUMBER : H158N90023

PROJECT TITLE:
Employment Development Project

INSTITUTE #: 231

PROJECT DIRECTOR:
Robert B. Daily

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Glen D. Maxion

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Glen D. Maxion

MAILING ADDRESS:
Grossmont Union High School District
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019

PRIMARY GRANTEE:
Public Secondary School

TELEPHONE #: 619-442-0693

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To ensure that at least 50% of graduates from Grossmont's severely handicapped program achieve transition directly into paid employment in the community by establishing supported employment prior to exiting school.

TARGET: 185 students with moderate to severe disabilities and 12 non-profit adult agencies will be served directly.

APPROACH: An outreach program will be established to promote conversion of segregated center-based adult programs to community integration and community employment by establishing demonstration modules, promoting adult service staff training, assisting in the development of at least two local pilots which would transition students from community-based school programs into integrated jobs. To increase inter-agency cooperation, procedures will be developed to establish adult program plans and schedules in transition planning. To increase consumer satisfaction with supported employment, self-advocacy training programs and support groups will be developed. A business advisory committee will be established, job development strategies and job modification procedures described, jobs secured, and employer satisfaction monitored.

OUTCOMES: A newsletter, project materials, and documented results will be disseminated on a national level, through the Special Education Resource Network, the San Diego Supported Employment Task Force, and other related groups.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 68

Handicapping Condition	No. Served	Age Range
Deaf/Blindness	4	N/A
Mild Mental Retardation	20	N/A
Moderate Mental Retardation	17	N/A
Severe Mental Retardation	6	N/A
Profound Mental Retardation	10	N/A
Multiple Handicap	7	N/A
Physical Disability	4	N/A

Professionals/parents receiving services (training) through project activities:

Parents - 450
Business/industry - 150
Project personnel - 4
Undergraduate/graduate students - 60
Agency personnel - 5
Teachers - 13

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Binet (LM), WISC-R, Bayley Scales of Infant Development, CELF, PPVT, Vineland, Adaptive Behavior St. Survival Skills, SRA - Math & Reading, WRAT

Locally/Project-Developed Instruments:
Individual Student Career/Vocational Competency Record, Vocational Rating Scale, Employer Satisfaction Rating Scale; Inservice Evaluation Rating Scale, Home Interview, Parent Needs Survey, Parent Transition Evaluation Questionnaire, Collateral Packet

Personnel Involved in Evaluation: Project director, Project coordinator, Parents

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, State Agency, Regional Center/Rehabilitation, San Diego Supported Employment Task Force, Adult Service Providers

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	Not Indicated
Student handbook	02/01/91
Project-developed instruments	Not Indicated
Curricula	02/01/91

GRANT NUMBER : H158N90063

PROJECT TITLE:
Productive Youth in the Community

INSTITUTE #: 232

PROJECT DIRECTOR:
Joe Hendrickson

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Steven Miller

PROJECT START DATE: 08/01/89
PROJECT END DATE: 07/31/92

CONTACT PERSON: Julia Noyes

MAILING ADDRESS:
Poudre School District
650 Mathews St.
Fort Collins, CO 80524

PRIMARY GRANTEE:
Public Secondary School

TELEPHONE #: 303-484-0115

GEOGRAPHIC AREA SERVED:
City of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To establish a cooperative community effort to secure and maintain employment for students with significant emotional and behavioral disabilities prior to their leaving the public education system.

TARGET: About 75 students with emotional and behavioral disabilities at two high schools will be directly impacted over three years.

APPROACH: Paid jobs will be secured in the community prior to graduation with realistic possibilities of long-term employment for these students. An active network of local employers and businesses will be developed to facilitate individual job placements for students. A working team of service providers will be constructed to provide continuity of employment-related support before and after graduation. Formal and informal opportunities will be provided for parents and/or guardians to work cooperatively with school and students to maximize success in community development. Connections will be made for each student with appropriate adult and social service agencies to assure continued postsecondary employment.

OUTCOMES: After three years the project will be self-sustaining through the Poudre school district's resources, including an ongoing commitment to the principles of securing and maintaining community integrated employment for students prior to graduation. Components and outcomes will be disseminated at national conferences and made available nationwide on request.

PROJECT PARTICIPANTS:

Handicapping Condition	No. Served	Age Range
Communication Disorders	1	15 - 21

Emotional Disorder	15	15 - 21
Mild Mental Retardation	1	15 - 21
Minority Youth	4	15 - 21
Substance Abuse	5	15 - 21

Professionals/parents receiving services (training) through project activities:

Teachers - 6	Project personnel - 6

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

Woodcock-Johnson, Boys Town of Nebraska Motivation System

Locally/Project-Developed Instruments:

Contact Log - Daily Recording of Programs Support and Interaction, Initial and Summary Assessment Interviews, Initial Assessment Determines Needs in Home, School, Community and Recreation Demains

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, Advisory Board, State Agency, Transition Services- CSU

PROJECT PRODUCTS:

Product	Date Available

Brochure	01/01/90
Parent handbook	08/01/91
Student handbook	08/01/91
Training manual	08/01/91
Project-developed instruments	01/01/91
Slide presentation	01/01/91
Videotape	02/01/91
Curricula	01/01/91
Journal articles	08/01/91
Replication manual	01/01/91

GRANT NUMBER : H158N90016

PROJECT TITLE:
Go Directly to Work: A Community Model
for Youth with Severe Disabilities

PROJECT DIRECTOR:
Barbara Wilcox

PROJECT COORDINATOR:
Susan Rinne

CONTACT PERSON: Susan Rinne

MAILING ADDRESS:
Institute for the Study of DD
Indiana University
2853 E. 10th St.
Bloomington, IN 47405

TELEPHONE #: 812-855-6508

SPECIAL NET USER ID: IUDTC

INSTITUTE #: 233

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University-Affiliated Program

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop and evaluate a community model to effect the uninterrupted transition from school to work and adult life for youths with severe disabilities.

TARGET: In three years the project will work with two LEAs and their communities, placing about 48 graduates with severe disabilities among about 60 businesses that have pledged participation.

APPROACH: The exemplary employment preparation model will be installed in high school programs to ensure use of best practices. A Parents Alliance for Transition will be formed in each community to build parent involvement in planning and to build networks to support change. The project will build the capacity of local providers to ensure that community agencies serve all graduates with severe disabilities in supported employment. These system components will be coordinated to ensure that graduates with severe disabilities move directly into supported employment without interruption of services and to build a mechanism for overall coordination of community change.

OUTCOMES: The project description will be distributed in brochure form. Interested parents and professionals will be scheduled for visits to sites. Results of activity will be presented at local, state, and national public and professional meetings.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,690

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 52

Handicapping Condition	No. Served	Age Range
Moderate Mental Retardation	15	13 - 21
Severe Mental Retardation	8	13 - 21
Multiple Handicap	20	13 - 20

Professionals/parents receiving services (training) through project activities:

Parents - 175	Agency personnel - 150
Business/industry - 100	Teachers - 80

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Educational background, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project-Developed Instruments:

Student Resume; Job Inventory Analysis; Job Site Data Worksheet, Individual Transition Plan; High School and District Implementation Checklist, Satisfaction Rating: Parent, Student, Employer, Co-worker; Conference/Training Evaluation, Student Demographics; Teacher Demographics; Parent Information Form, Employer Characteristics Survey, Employer Profile; Senior Status Report; Graduate Follow-Up Report, Employer Contact Log; Classroom Vocational Summary; Student Work History

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator, Other ISDD-CIRG Staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Advisory Board, State Agency, Indiana Dept. of Human Services, Indiana Dept. of Mental Health; Indiana Dept. of Education, Local Supported Employment Providers

PROJECT PRODUCTS:

Product	Date Available
Newsletter	04/01/91
Parent handbook	09/01/92
Training manual	08/01/90
Project-developed instruments	09/01/91
Replication manual	09/01/92

GRANT NUMBER : H158N90031

PROJECT TITLE:
POWER: Power Options for Work, Education, and Recreation

INSTITUTE #: 234

PROJECT DIRECTOR:
Mary Kay Holjes

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Melanie Chalk

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Kay Holjes

MAILING ADDRESS:
3509 Haworth Dr.
Suite 402
Raleigh, NC 27609

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 919-782-8346

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To provide a full range of transitional services to assist students with disabilities to obtain and maintain satisfying, remunerative jobs prior to graduation.

TARGET: Approximately 73 students with developmental disabilities in the Wake County school system will be involved.

APPROACH: Students will be given training from age 16 through graduation. A three-year program of vocational services will include touring business sites, volunteering at sites, securing full- or part-time employment, and ensuring full student access to the adult service system. Other services will be routinely incorporated to help students identify leisure activities, pursue integrated recreation in the community and develop basic community living skills. To provide these services job coaches will be recruited and trained and inservice training provided to existing staff to reinforce community-based education of the severely developmentally disabled. Parent education, adult services and Individual Education Programs will be offered as well throughout the course of student participation.

OUTCOMES: Presentations of results will be made at statewide and national conferences in each year of the project. Consultants, school staff, adult service agencies, participants and their families will also be involved in dissemination efforts.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 15

Handicapping Condition	No. Served	Age Range
Autism	2	16+
Moderate Mental Retardation	10	16+
Severe Mental Retardation	1	16+
Multiple Handicap	2	16+

Professionals/parents receiving services (training) through project activities:

Parents - 15
Business/industry - 20
Agency personnel - 10
Teachers - 20
Project personnel - 7
POWER: Power Options for Work, Education, and Recreation - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Leisure/voc. services,family training

On Employers: Characteristics/demographics, Amount of direct service to employer, verification of job analysis

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project-Developed Instruments:

Client Employment Form, Assessment of Independent Living Skills, Student Satisfaction Scale; Parent Satisfaction Scale; Teacher Satisfaction Scale, Vocational Profile (Adapted from Marc Gold & Associates); Tour & Trial Log of Employers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator, Family Services Coordinator; Project Psychologist

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, MH, DD, VR, Dept of Public Instruction, County Association for Retarded Citizens, Wake County Public Schools, County Offices of MH/MR, Vocational rehabilitation

PROJECT PRODUCTS:

Product	Date Available
Brochure	03/01/90
Newsletter	06/01/90
Parent handbook	09/01/92
Project-developed instruments	04/01/90
Slide presentation	03/01/91

GRANT NUMBER : H158N90060

PROJECT TITLE:
The Development and Validation of
Co-Worker Support Models for Students
Transitioning from School to Adult Living

INSTITUTE #: 235

PROJECT DIRECTOR:
Jan Nisbet

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Patty Cotton

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Patty Cotton

MAILING ADDRESS:
Project School-To-Work
4 Hood House
University of New Hampshire
Durham, NH 03824

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 603-862-4196

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop system change, supportive, and instructional strategies to effectively transition students with severe disabilities into integrated community environments.

TARGET: Each year four school districts, responsible agencies and vendors and families of 15 students will receive technical assistance.

APPROACH: A vocational task force will be involved in conducting family interviews, meeting with local school district staff, developing a vocational profile, and arranging a "circle of friends" and other supports. Potential community jobs will be identified, and meetings arranged with employers to develop individualized jobs and natural supports. Ecological inventory, job analysis, and discrepancy analysis will then take place. Training and support strategies for student, coworker, employer, and family will be developed, including coworker stipends as needed. A transition and employment specialist will develop a follow-along strategy with coworkers. Adult service agencies will then assume responsibility for long-term support and the project will be evaluated for effective outcomes and customer satisfaction.

OUTCOMES: Results will be disseminated in one manual, four position/research manuscripts, and a minimum of 20 conference and workshop presentations.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 45

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Autism	3	16-20
Emotional Disorder	5	16-18
Hearing Impairment	2	15-18
Learning Disability	5	14-18
Moderate Mental Retardation	14	14-20
Multiple Handicap	3	18-20

Professionals/parents receiving services (training) through project activities:

Parents - 25	Agency personnel - 10
Business/industry - 20	Teachers - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): No formalized components

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Supports provided by co-workers

On Postsecondary Education: Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Personal Futures Planning & Circles of Support to Access Capacities and Competency

Locally/Project-Developed Instruments:
Written Observations, Strategy Focus Sheet, Individual Student PATA Sheet

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, DMH/DS & VR

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/90
Training manual	Not Indicated
Slide presentation	Not Indicated
Videotape	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H158N90044

PROJECT TITLE:
Development and Evaluation of a
Transition Employer Network for Youth
with Severe Handicaps

INSTITUTE #: 236

PROJECT DIRECTOR:
Robert Flexer

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Thomas Simmons

PROJECT START DATE: 08/01/89
PROJECT END DATE: 07/31/92

CONTACT PERSON: Thomas Simmons

MAILING ADDRESS:
310 White Hall
Kent State University
Kent, OH 44242

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 216-672-2662

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop, implement and evaluate a model Transition Employer Network for youth with severe handicaps.

TARGET: A total of about 250 students with severe handicaps are expected to benefit from direct assistance and replication activities in the course of three years.

APPROACH: Two model sites will organize and recruit members for the Transition Employer Network and the Interagency Team. The network will provide specific employment assistance strategies for job development and placement while the team selects and screens target students who are nearing graduation and provide job supports. Project staff will provide inservice and technical assistance. Activities include education of network and team membership, development and implementation of planning processes, assistance in employer-aid strategy development, and project evaluation.

OUTCOMES: Model development and evaluation will provide data on effective and generalizable strategies for employer assistance and interagency cooperation. Subsequently, the model will be disseminated and tested at additional locations.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 50

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 100

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	20	18 - 24
Developmental Disability	20	18 - 24
Severe Mental Retardation	10	18 - 24

Professionals/parents receiving services (training) through project activities:

Business/industry - 50	Teachers - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, State Rehab./Special Ed., County Boards of MR/DD, Local Schools

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H158N90045

PROJECT TITLE:
A Collaborative Model: Education, Rehabilitation, and Business

INSTITUTE #: 237

PROJECT DIRECTOR:
Lynne Dellinger

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Maura Sutherland

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Maura Sutherland

MAILING ADDRESS:
Associated Services for the Blind
919 Walnut St.
Philadelphia, PA 19107

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 215-627-0600

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To establish a model demonstration program for assisting visually impaired youth making transitions from high school to competitive or supported employment and independent living in the community.

TARGET: Thirty visually impaired students in 11th and 12th grades in Pennsylvania public high schools will participate.

APPROACH: During the first year of the project, a pool of visually impaired students in eleventh grade not planning to attend college will be identified and assessed for job readiness, vocational aptitude, and ability to function independently in the community. Through the school year, weekend workshops will be offered to teach job seeking and related vocational skills to students and inform parents about their role in the vocational-choice process. Through the following summer the project will provide a vocational alternatives program to provide experience in job placement and training in orientation and mobility, daily living and communication skills, and computer technology. After graduation students will be placed in a summer program aiming at successful permanent vocational placement in a competitive or supported work environment.

OUTCOMES: Weekend workshops will be videotaped for dissemination. Quarterly reports will be spread to state and federal government agencies, parents, employers, and rehabilitation agency staff. A "Parent Handbook for Assisting Visually Impaired Youth to Make the Transition from School to Work" will be prepared by a social worker for distribution to parents. An awareness brochure will be used for potential employers and rehabilitation personnel.

Project staff will also make presentations at professional conferences and submit articles for publication in professional journals.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 65

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 33

Handicapping Condition	No. Served	Age Range
Multiple Handicap	8	15 - 21
Visual Impairment	25	15 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 30
Business/industry - 50
Project personnel - 4
Agency personnel - 15
Teachers - 30

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Locally/Project-Developed Instruments:

Daily Living Skills; Orientation & Mobility; Job Readiness; Computer Skills, Employer Satisfaction; Participant Self Evaluation; Conference Rating Scale, Intake Interview--Employer Participation; Interview with Control Group to Assess Success of Independent Transition; Participant Satisfaction, Parent Needs Assessment; Student Needs Assessment, Parent Satisfaction Questionnaire; Project Impact Assessment, Vision teacher Referrals

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Job Developer

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Bureau of Blindness & Visual Services, Employers, Public Private Educators

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	01/01/91
Parent handbook	05/01/92
Project-developed instruments	Not Indicated
Slide presentation	Not Indicated
Videotape	09/01/91
Journal articles	Not Indicated

GRANT NUMBER : H158N90008

PROJECT TITLE:
Expert Transition System Project

PROJECT DIRECTOR:
Joseph J. Stowitschek

PROJECT COORDINATOR:
Mary Jo Trifini

CONTACT PERSON: Joseph J. Stowitschek

MAILING ADDRESS:
WJ-10
University of Washington
Seattle, WA 98195

TELEPHONE #: 206-543-4011

INSTITUTE #: 238

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To improve the effectiveness of individual transition plans through technology applications.

TARGET: At least 30 students with moderate and severe handicaps will gain supported employment. At participating schools about 90 students with moderate and severe disabilities will benefit from functional curriculum reformulation. Businesses and private industry councils will also be served.

APPROACH: In the first year the project will analyze individual transition planning processes and develop a pool of expertise regarding system subcomponents under development. Project staff will help school district personnel, adult service staff, and parents to develop individual transition planning and curriculum analysis processes. Through these activities the basic algorithms of the expert system will take shape. Year two will focus on implementation and initial testing of the expert system and supported employment components. Field testing and replication of the entire model system and service components will occur during Year 3. Finally, the system and the service components will be refined until they are disseminable as self-contained units with supporting training workshops.

OUTCOMES: Aside from a descriptive brochure, products of the project will include four computer programs of the expert ITP system, a "shell" individual transition plan document management program, procedural guides for administering the system, and a model replication training workshop.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 42

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 22

Handicapping Condition	No. Served	Age Range
Developmental Disability	22	18-21
Moderate Mental Retardation	17	18-21
Severe Mental Retardation	5	18-21

Professionals/parents receiving services (training) through project activities:
Parents - 1
Postsecondary faculty - 5
Expert Transition System Project - 4
Undergraduate/graduate students - 2

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Prior work experience, Progress in employment training programs, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status
On Employers: Characteristics/demographics, Employer satisfaction with project activities

Instrumentation:
Commercially Available Instruments Used by Projects:
Social Screening Assessment in Job Success for Handicapped Youth, CEC Publications, Boston, VA
Locally/Project-Developed Instruments:
On the Job Observation, Vocational Assessment Guide, Employer Satisfaction Scale, Multiple Tracking Graphs

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator, Transition Facilitator, Job Coaches, Teachers

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: OSERS, Transition Institute, Advisory Board, State Agency, DDD, State of Washington

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated

Parent handbook	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated
Expert Transition System Software	Not Indicated
ITP Software	Not Indicated

GRANT NUMBER : H158N90013

PROJECT TITLE:
13th Year VTI Career Success Program

INSTITUTE #: 239

PROJECT DIRECTOR:
John Emerson

COMPETITION #: 84.158N

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: John Emerson

MAILING ADDRESS:
Washington Research Institute
180 Nickerson St.
Suite 103
Seattle, WA 98109

PRIMARY GRANTEE:
Research Institute

TELEPHONE #: 206-285-9317

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To establish an open entry/open exit technical college program to prepare young adults with mild disabilities for successful competitive employment.

TARGET: An estimated 56-70 students and dropouts from three schools in the Lake Washington School District will be participants in the program.

APPROACH: Following outreach and recruitment, students in the VTI program will have a choice among full-time VTI training, full-time competitive job placement with project supports, or part-time training and part-time employment. Employment training will be implemented in an integrated setting at the Lake Washington Technical College, which provides fast, intensive training in 10 major career programs. Students will receive follow-along support in training and employment, and all students will be tracked to determine effects of training on job acceptance, retention, advancement, and salaries.

OUTCOMES: The project will ensure that the 13th year VTI program becomes an ongoing school district program by helping to develop a cooperative agreement committing P.L. 94-142 and state education funds to the program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 170

Estimated number of youths and/or adults with handicapping conditions

receiving direct services over entire funding period: 70

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	5	16 - 21
Health Impairment	2	16 - 21
Learning Disability	55	16 - 21
Mild Mental Retardation	8	16 - 21
Dropouts	15	16 - 21
Economically Disadvantaged	6	16 - 21
Minority Youth	4	16 - 21

Professionals/parents receiving services (training) through project activities:

Parents - 30	Agency personnel - 1
Project personnel - 4	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
MESA, GATB, PIC, COPS, WOIS, SIGI, CAI, Wonderlic

Locally/Project-Developed Instruments:
Classroom progress reports, Record of training for each program (Instructor Developed), Instructor survey instrument, Intake Interview (Voc. Assessment), Student service logs

Personnel Involved in Evaluation: Project director, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, OSPI (K-12, VocTech)

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/01/90
Student handbook	12/01/90
Curricula	03/01/91
Replication manual	10/01/91

GRANT NUMBER : H158N00018

PROJECT TITLE:
Transition Project

PROJECT DIRECTOR:
Adelle Renzaglia/Meg Hutchins

PROJECT COORDINATOR:
Ronald A. Banks

CONTACT PERSON: Ronald A. Banks

MAILING ADDRESS:
288 Education Building
University of Illinois
1310 South Sixth Street
Champaign, IL 61820

TELEPHONE #: 217-333-0260

INSTITUTE #: 261

COMPETITION #: 84.158N

PROJECT START DATE: 08/21/90
PROJECT END DATE: 08/22/93

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
City of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To investigate, develop, and implement strategies for systematically selecting appropriate work experiences, job placements and purposeful vocational training opportunities leading to productive long-term employment.

TARGET: Students (N=40) aged 12-21 years currently in educational programs for individuals with moderate to profound handicaps will participate.

APPROACH: A strategy for selecting appropriate work experiences for students under 18 years with disabilities will be designed and implemented. Procedures for providing an effective longitudinal work experience program for younger students will be developed and implemented. A strategy for selecting long-term employment for older students with disabilities will be validated and developed. Procedures for securing long-term employment prior to graduation will be explored. Validated practices for provision of appropriate vocational instruction will be utilized. Coordination and cooperation among agencies, disciplines, and families in overall longitudinal planning will be facilitated. Working partnerships with families of students with disabilities will be fostered for work concerning employment issues and needs.

OUTCOMES: Manuscripts describing project results will be submitted to major professional journals. Press coverage will be requested on a local level. Other products available for dissemination will include a Model Implementation Manual, a manual for educating employers, an inservice module to guide project staff statewide in model implementation. Project activities will also be described in presentations at local, national, and state

professional conferences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 41

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 41

Handicapping Condition	No. Served	Age Range
Mild Mental Retardation	1	12-21
Moderate Mental Retardation	36	12-21
Physical Disability	4	12-21

Professionals/parents receiving services (training) through project activities:

Teachers - 7
Project personnel - 4
Undergraduate/graduate students - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Locally/Project-Developed Instruments:

Job analysis form, Work related skills form; Environmental variables form, Work performance Evaluation form; Work experience evaluation form; Project performance evaluation form -- to assist employer satisfaction, Employer needs survey, Parent needs survey, Contributing factors to successful/unsuccessful placements questionnaire; Phone survey assess in employer, placement professionals & individuals, Menu of critical elements of employer negotiations

Personnel Involved in Evaluation: Project director, Project coordinator,

Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Advisory Board, Parents, consumers, employers

PROJECT PRODUCTS:

Product	Date Available
Brochure	05/01/91
Training manual	07/01/91
Project-developed instruments	09/01/91
Curricula	08/01/92
Journal articles	08/01/92
Replication manual	08/01/93

GRANT NUMBER : H158N00054

PROJECT TITLE:
A Dispersed-Heterogeneous-Placement
Supported Employment Model

INSTITUTE #: 262

PROJECT DIRECTOR:
John A. Nietupski

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Sandra Chappelle

PROJECT START DATE: 07/10/90
PROJECT END DATE: 07/09/93

CONTACT PERSON: John A. Nietupski

MAILING ADDRESS:
Division of Developmental Disabilities
251 University Hospital School
The University of Iowa
Iowa City, IA 52242

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 319-356-0454

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To transition youth with mental retardation into paid, community jobs.

TARGET: 48-60 mentally retarded youths, including those with severe/profound disabilities, their vocational service providers, co-workers and employers.

APPROACH: An Employment Training Specialist will develop jobs for consumers, provide initial training and transfer supervision to co-workers and supervisors in order to develop a more natural co-worker support network. Each site will include one consumer with severe or profound mental retardation.

OUTCOMES: Long-term data will be collected regarding job retention, employer, co-worker, and parental satisfaction, hours worked, wages earned and ETS intervention time. Project results are to be disseminated through monographs, journal articles, the ERIC system and state and national conference presentations.

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 40

Handicapping Condition	No. Served	Age Range
Mild Mental Retardation	12	17-19
Moderate Mental Retardation	24	20-22
Severe Mental Retardation	12	20-22

Professionals/parents receiving services (training) through project activities:

Agency personnel - 15	Business/industry - 50
Teachers - 15	Project personnel - 1
Undergraduate/graduate students - 12	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Adaptation of the VCU Client Assessment Form, Collateral Social Skills Behavior Checklist, VCU - Developed Co-Worker Satisfaction Attitude Survey

Locally/Project-Developed Instruments: Voc-Task Task Analysis, Supervisor Satisfaction Rating Scale; Parent Satisfaction Rating Scale

Personnel Involved in Evaluation: Project director, Project coordinator, Staff evaluator, Collaborating agency staff

Type of Evaluation Reporting and Audience:

Type: Executive summary, Brochure/Pamphlet, Monograph

Audience: OSERS, Transition Institute, Advisory Board, State Agency, DVRS/DHS, Area Evaluation Agencies, Local Agencies, Department of Education

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/91
Project-developed instruments	01/01/91
Slide presentation	07/01/91
Journal articles	06/01/91
Replication manual	06/01/92

GRANT NUMBER : H158N00064

PROJECT TITLE:
Bridges to Success

INSTITUTE #: 263

PROJECT DIRECTOR:
Mary Morningstar

COMPETITION #: 84.158N

PROJECT COORDINATOR:
H. R. Turnbull, III

PROJECT START DATE: 07/01/90
PROJECT END DATE: 07/01/93

CONTACT PERSON: Mary Morningstar

MAILING ADDRESS:
Full Citizenship, Inc.
211 E. 8th St., Suite F
Lawrence, KS 66044

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 913-749-4843

GEOGRAPHIC AREA SERVED:
City of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To meet the needs of employers who are seeking high-quality human resources, and needs of disabled youth seeking long-term community employment.

TARGET: Employable youths with disabilities and their families, employers, and service providers.

APPROACH: Training will be provided to employers and families on state-of-the-art principles in supported employment; families will be encouraged to incorporate goals oriented to supported work in students IEPs, while employers will be encouraged to participate in an annual job fair. "Veteran" employers of disabled youth will be matched prospective employers to assist them in developing their job fair exhibits and other strategies for establishing supported work positions.

OUTCOMES: The project will enhance interagency collaboration by developing a common referral system to avoid duplication of agency contacts in the job development process. Employers will be provided with a resource manual to help them gain access to local community social services.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 20

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	5	12-21
Cerebral Palsy	2	12-21
Mild Mental Retardation	5	12-21
Moderate Mental Retardation	10	12-21
Severe Mental Retardation	4	12-21
Profound Mental Retardation	3	12-21

Professionals/parents receiving services (training) through project activities:

Parents - 10
Business/industry - 20
Teachers - 4
Bridges to Success - 4
Undergraduate/graduate students - 1
Agency personnel - 30
Peer tutors - 2
Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Goal-free, Decision making, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers, Attitudes/perceptions with ES

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Transition Coordinator, transition Council of Douglas and Jefferson Counties, Parents and Families

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/09/90

Newsletter	03/01/91
Parent handbook	04/01/91
Student handbook	04/01/91
Training manual	Not Indicated
Project-developed instruments	06/01/91
Slide presentation	06/01/91
Videotape	06/01/91
Curricula	06/01/92
Journal articles	07/09/91
Replication manual	06/01/93

GRANT NUMBER : H158N00062

PROJECT TITLE:
A Vocational Training Employment Model for Youth with Disabilities: A Guarantee to Employment

INSTITUTE #: 264

PROJECT DIRECTOR:
Lawrence Dennis

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Margo Izzo

PROJECT START DATE: 08/01/90
PROJECT END DATE: 07/30/93

CONTACT PERSON: Margo Vreeburg Izzo

MAILING ADDRESS:
Center on Education and
Training for Employment
Ohio State University
1900 Kenny Rd.
Columbus, OH 43210

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 800-848-4815

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To implement and test an employment intervention program that assures that students with disabilities are integrated in competitive employment prior to program completion.

TARGET: Secondary students with disabilities who seek employment, their employers, teachers, and service providers.

APPROACH: An employment intervention specialist will identify students who are at risk of not maintaining employment prior to graduation. An IEP/ITP process will coordinate employer, school, and family activities so that youth disabilities are fully integrated at least 6 months prior to program completion. The Specialist will also initiate a partnership with employers to assure integration, and the Specialist will evaluate employer and youth satisfaction.

OUTCOMES: The employment intervention program and the evaluation results will be disseminated to appropriate target groups for replication purposes, and a replicable model is one result of the project. The project will also improve services to persons with disabilities.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	1	18
Deaf/Blindness	2	19
Hearing Impairment	1	18
Learning Disability	20	17-20
Mild Mental Retardation	28	17-20
Moderate Mental Retardation	4	19-22
Brain Injury	2	21
Visual Impairment	1	19
Physical Disability	4	N/A

Professionals/parents receiving services (training) through project activities:

Parents - 150
Business/industry - 200
Teachers - 28
Agency personnel - 30
Peer tutors - 150
Project personnel - 6
A Vocational Training Employment Model for Youth with Disabilities: A Guarantee to Employment - 75
Undergraduate/graduate students - 33

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Decision making, Professional review, Case study, CIPP(context,input,process,product)

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Social Skill Rating,Parent Employment Status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WISC-R, Apticom, Valpar, Gresham & Elliott's "social skills questionnaires" (parent,student,teacher)

Locally/Project-Developed Instruments:
Data Collection Form/ To collect demographic and wage information. Social skills rating scale, Parent survey

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: OSERS, Transition Institute, Advisory Board, State Agency, Ohio Division of Vocational Education

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/01/91
Newsletter	02/01/91
Training manual	04/01/91
Videotape	08/01/90
Journal articles	08/01/93
Replication manual	08/01/93

GRANT NUMBER : H158N00043	
PROJECT TITLE: Training and Employment Model Project	INSTITUTE #: 265
PROJECT DIRECTOR: Robert A. Stodden	COMPETITION #: 84.158N
PROJECT COORDINATOR: William W. Woolcock	PROJECT START DATE: 07/01/90 PROJECT END DATE: 09/30/93
CONTACT PERSON: William W. Woolcock	
MAILING ADDRESS: Wist 211, 1776 University University of Hawaii at Manoa Honolulu, HI 96822	PRIMARY GRANTEE: University-Affiliated Program
TELEPHONE #: 808-956-5714	GEOGRAPHIC AREA SERVED: City of more than 100,000 people
	PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop and evaluate procedures that facilitate both public education and private sector businesses in training and employment of high school students with disabilities.

TARGET: High school students (N=30) ages 15-20 with moderate to severe disabilities in Honolulu District on Oahu.

APPROACH: The project develops and tests strategies to involve educators, families, and employers in provision of job training and employment for students with moderate and severe disabilities. Central feature of the project is the working team which meets on a weekly basis to develop in school and community-based strategies for employment placement and training. Working team will evolve in year three to include family and employer participation. Employment training curriculum will be developed to provide students with training experiences in three major occupational areas predominant on Oahu: (a) hotel/restaurant/hospitality; (b) business and services, and (c) health care. Activities are underway to develop a transition referral process for graduating students placed on paid jobs.

Family/employer training and involvement is in further revision/development with anticipated expansion in year 3.

OUTCOMES: Description of process and outcomes of working team activities. Evaluation of individual interventions. Natural support training materials and publications. Overall evaluation of project outcomes. Reports to be given at state,regional, and national conferences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 35

Handicapping Condition	No. Served	Age Range
Moderate Mental Retardation	25	14-20
Severe Mental Retardation	5	14-20
Multiple Handicap	5	14-20

Professionals/parents receiving services (training) through project activities:

Parents - 29	Business/industry - 20
Teachers - 17	Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
VACG

Locally/Project-Developed Instruments:
Videotape, developed by district, job analysis developed by district

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Brochure/Pamphlet, Quarterly report form developed by project

Audience: Consumers, OSERS, Advisory Board, State Agency, Dept. of Education, Honolulu School District

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/89
Parent handbook	Not Indicated
Training manual	02/01/91
Project-developed instruments	Not Indicated
Videotape	04/01/91
Curricula	Not Indicated
Journal articles	Not Indicated

GRANT NUMBER : H158N00024

PROJECT TITLE:
Employment as a Graduation Goal

PROJECT DIRECTOR:
Marc Hull

PROJECT COORDINATOR:
Timothy Flynn

CONTACT PERSON: Susan Brody Hasazi

MAILING ADDRESS:
Department of Special Education
405A Waterman Building
University of Vermont
Burlington, VT 05405

TELEPHONE #: 802-656-2936

INSTITUTE #: 266

COMPETITION #: 84.158N

PROJECT START DATE: 07/01/90
PROJECT END DATE: 06/30/93

PRIMARY GRANTEE:
State Educational Agency

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop, implement, and evaluate a model to ensure that disabled students receive appropriate vocational and employment experiences.

TARGET: Secondary students with disabilities, their employers, teachers and service providers.

APPROACH: The School Improvement Challenge Teams formed at the six high schools selected as model demonstration sites will collaborate in the design of curriculum, programs and experiences which lead to improved post-school employment outcomes. Family Transition Advisory Councils will be established to solicit guidance from families on service development. Local-level agreements will be established between the 6 model schools and adult service agencies to ensure that graduates continue in or move into competitive or supported work.

OUTCOMES: The number of handicapped students who are employed directly after high school and who stay employed over time will increase as a result of this project. Information on project processes and outcomes will be disseminated to state and national audiences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	15	N/A
Chronic Mental Illness	10	N/A
Emotional Disorder	10	N/A
Learning Disability	30	N/A
Mild Mental Retardation	20	N/A
Moderate Mental Retardation	15	N/A
Severe Mental Retardation	10	N/A
Profound Mental Retardation	5	N/A
Multiple Handicap	3	N/A
Speech Impairment	10	N/A
Brain Injury	2	N/A
Economically Disadvantaged	15	N/A
Minority Youth	10	N/A

Professionals/parents receiving services (training) through project activities:

Parents - 100	Agency personnel - 100
Business/industry - 50	Teachers - 400
Project personnel - 15	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Demographic, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Amount of direct service to employer

Instrumentation:

Commercially Available Instruments Used by Projects:

VACG; Individual Skills Inventory

Locally/Project-Developed Instruments:

Summer Institute Evaluation Rating Scale, Consumer Satisfaction Questionnaire with Students, Parents, Employers and School Adult Service Professionals, Secondary Data Management Tracking Log Post-School Follow-Up Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Department of Education

PROJECT PRODUCTS:

Product	Date Available
Training manual	06/01/92
Project-developed instruments	04/01/91
Curricula	01/01/91
Journal articles	06/01/92

GRANT NUMBER : H158N00028

PROJECT TITLE:
Project S.T.R.I.V.E.

INSTITUTE #: 267

PROJECT DIRECTOR:
Cornelia Costello

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Sandra Copman

PROJECT START DATE: 09/01/90
PROJECT END DATE: 08/30/93

CONTACT PERSON: Sandra Copman

MAILING ADDRESS:
Boston Public Schools-High School Zone
Madison Park High School- BLDG #1
55 New Dudley Street
Roxbury, MA 02119

PRIMARY GRANTEE:
Local Education Agency

TELEPHONE #: 617-541-9122

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To operate a school-to-work transitional skills development program for severely handicapped high school students.

TARGET: Twenty-five of the school system's 200 severely handicapped high school students, their teachers and service providers.

APPROACH: Services include independent living skills including family-oriented services. Vocational training opportunities will occur in supported employment competitive sites. On-site job coaching support will be provided, and the minimum wage will be received by all participants.

OUTCOMES: Students are expected to find successful placement in competitive jobs, become less isolated from peers and the community, and foster self-advocacy.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 100

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 25

Handicapping Condition	No. Served	Age Range
Autism	1	16-22
Moderate Mental Retardation	3	16-22
Severe Mental Retardation	9	16-22

Multiple Handicap	12	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 50
Business/industry - 30
Teachers - 20
Postsecondary faculty - 4
Undergraduate/graduate students - 30
Agency personnel - 25
Peer tutors - 2
Project personnel - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Connoisseurship, Professional review, Case study, External evaluator

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
Vineland Adaptive Behavior Scales

Locally/Project-Developed Instruments:
develop own observation forms & checklists

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator, Project supervisor

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, VR, DD, DMR, DMH, School Committee & Other School-Based Boards, Universities & Hospitals, Other School Systems/Communities

PROJECT PRODUCTS:

Product	Date Available
Brochure	07/01/91

Newsletter	01/01/91
Parent handbook	10/01/91
Student handbook	11/01/91
Training manual	12/01/91
Project-developed instruments	01/01/91
Slide presentation	07/01/91
Videotape	07/01/91
Curricula	07/01/91
Journal articles	09/01/91
Replication manual	06/01/93

GRANT NUMBER : H158N00029

PROJECT TITLE:
Statewide Transition & Facilitation
Project (STAF Project)

INSTITUTE #: 268

PROJECT DIRECTOR:
Beth Maguire

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Ron Harrison

PROJECT START DATE: 08/01/90
PROJECT END DATE: 08/30/93

CONTACT PERSON: Ron Harrison /Beth Maguire

MAILING ADDRESS:
University of Kentucky
113 Mineral Industries Building
Lexington, KY 40506

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 606-257-8104

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To plan, implement, evaluate, and disseminate information regarding a statewide service delivery system for the transition of special education students.

TARGET: Special education students, their teachers and service providers.

APPROACH: National and state level transition specialists will expand a statewide transition initiative. The project will further statewide availability of integrated, community-based adult service support systems in each local community. Activities will be pursued at the state and local level to market the benefits for employers of providing training and job placement opportunities for students with disabilities.

OUTCOMES: The project will result in the implementation of successful community-based transition services.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 780

Handicapping Condition	No. Served	Age Range
Autism	4	N/A
Behavioral Disorders	3	N/A
Hearing Impairment	19	N/A
Learning Disability	165	N/A
Moderate Mental Retardation	338	N/A

Severe Mental Retardation	195	N/A
Multiple Handicap	25	N/A
Visual Impairment	31	N/A

Professionals/parents receiving services (training) through project activities:

Parents - 45
Business/industry - 75
Postsecondary faculty - 3
Agency personnel - 50
Teachers - 155
Statewide Transition & Facilitation Project (STAF Project) - 0
Undergraduate/graduate students - 95

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Connoisseurship, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Community Based Evaluation; Job Coach Model

Locally/Project-Developed Instruments:
Conference Evaluation Form

Personnel Involved in Evaluation: Project director, Project coordinator, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Advisory Board, State Agency, Dept. of Education, Dept. of Vocational Rehabilitation, Employers

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/01/90
Newsletter	03/01/91
Training manual	12/01/90

Project-developed instruments	12/01/90
Slide presentation	12/01/91
Journal articles	08/01/91
Poster Presentation	08/01/91

GRANT NUMBER : H158N00051

PROJECT TITLE:
Expanding Vocational Options for
Students with Severe Disabilities

INSTITUTE #: 269

PROJECT DIRECTOR:
Katherine Inge/Paul Wehman

COMPETITION #: 84.158N

PROJECT COORDINATOR:
Stacy Dymond

PROJECT START DATE: 07/01/90
PROJECT END DATE: 01/30/93

CONTACT PERSON: Katherine Inge

MAILING ADDRESS:
VCU-RRTC Box 2011
1314 W. Main Street
Richmond, VA 23284

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 804-367-1857

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To demonstrate the effectiveness of community-based vocational training and supported employment.

TARGET: At least 36 adolescents aged 16-21 with severe disabilities including autism, cerebral palsy, severe and profound mental retardation, and severe sensory impairments will receive training, and at least 18 will be placed and maintained in supported employment options.

APPROACH: This project will target appropriate social and vocational skills in community based training sites and train for generalization to supported employment options in the local job market. At least 36 youth ages 16 to 21 with severe disabilities will be placed and trained in 4 different community vocational training sites reflective of future supported employment job options. At least 18 will be placed in supported employment including individual and cluster placements. A comprehensive program of evaluation will be affected to determine impact of the project on participants and their families, employment outcomes, factor analysis regarding employment success, and a description of training and intervention program effectiveness.

OUTCOMES: Articles will be published in professional journals. Presentations will be offered at national conferences and a research monograph will be widely disseminated to further the cause of employment for the severely disabled. Inservice workshops will be provided and technical assistance offered to further replication efforts.

Estimated number of youths and/or adults with handicapping conditions

receiving direct services over entire funding period: 32

Handicapping Condition	No. Served	Age Range
Multiple Handicap	32	16-22

Professionals/parents receiving services (training) through project activities:

Parents - 65
Agency personnel - 25
Business/industry - 30
Teachers - 200
Expanding Vocational Options for Students with Severe Disabilities - 400
Undergraduate/graduate students - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
We rely on an ecological functional analysis of student behaviors-- we review formal evaluation but do not initiate the evaluation process.

Locally/Project-Developed Instruments:
Consumer Situational Assessment Form -- RRTC-VCU, Voc. Options Referral Interview Process, RRTC Consumer Assessment Procedure

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet, Project Monograph
Audience: OSERS, Transition Institute, State Agency, Community Service Boards, School Systems, Parents.

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/91
Newsletter	04/01/92
Training manual	08/01/91
Curricula	Not Indicated
Journal articles	04/01/92
Replication manual	08/01/92

SUMMARY OF 84.158N EXPIRED PROJECT PROFILES

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

PROJECT PURPOSE

Federal funding for 10 projects in this competition expired in 1991. The overall purpose of these projects was to develop, demonstrate, and disseminate models for preparing and placing youths with severe disabilities in competitive or supported work prior to leaving school, including introducing them to adult service - agency support networks.

FOCUS OF CONTINUATION ACTIVITIES

Expired projects reported on their continuation activities. They expressed willingness to disseminate project products, to engage in continuous research , to provide technical assistance and training to those who requested, and to conduct follow-up on participants.

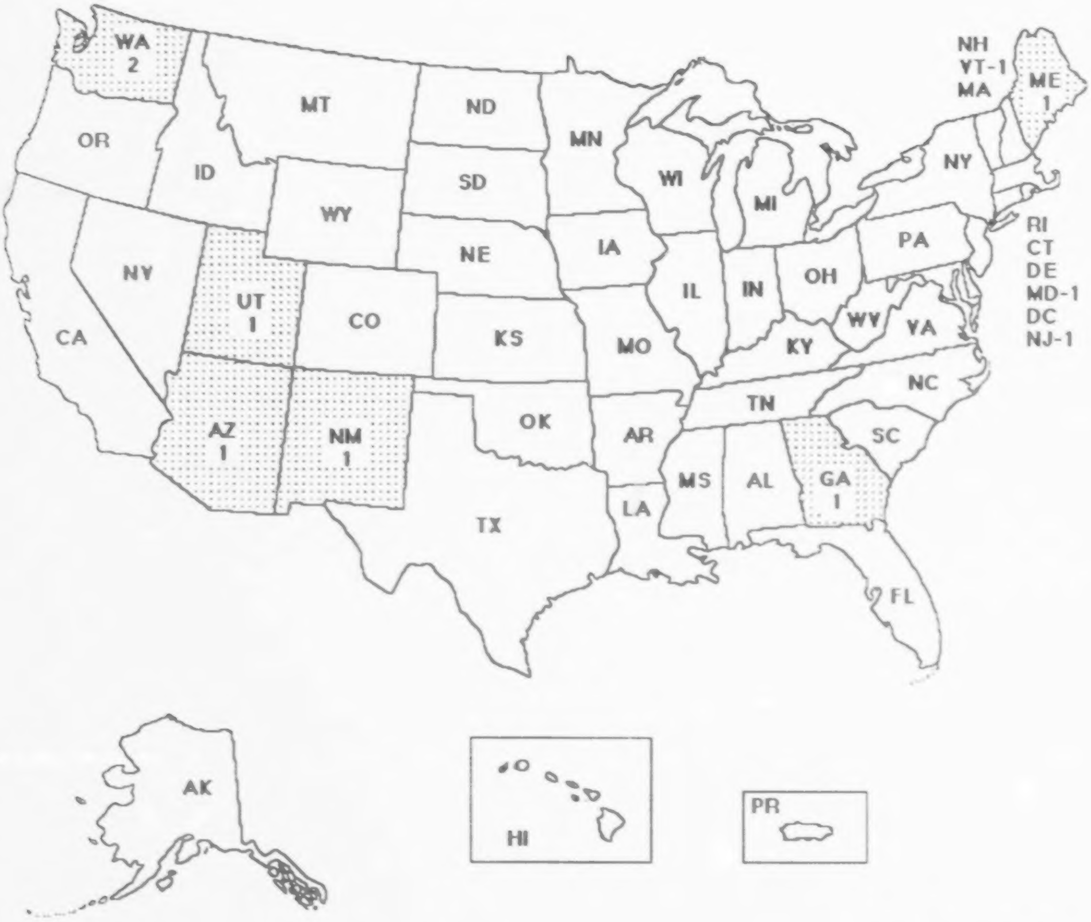
PROJECT COMPONENTS BEING CONTINUED

Projects identified specific program components that will be continued despite the lapse of federal funds. Components include placement, program refinement/tracking, replication, community collaboration, agency coordination and cooperation, dissemination, education program development, training, referral, and curricula.

PROJECT PRODUCTS

Ten projects reported on the availability of products, and specifically, project-developed instruments, journal articles, replication manuals, training manuals, handbooks, videotapes, curricula, and reports.

Location of 84.158N Expired Projects
Geographic Distribution of Current 84.158N Expired Projects as of July 1992
(N = 10)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PROJECT TITLE:
Project T-QUAL

INSTITUTE #: 193

CONTACT PERSON: Daniel Perino

COMPETITION #: 84.158N

MAILING ADDRESS:
Catalina High School
3645 E. Pima Street
Tucson, AZ 85716

DATE FEDERAL FUNDING EXPIRED:
08/31/91

TELEPHONE #: 602-881-3000

PROJECT PURPOSE:

To develop, demonstrate and disseminate a comprehensive school and community-based vocational training model that prepares and places students with severe handicaps into supported work prior to leaving school. A three-phase project design is used to successfully implement the project.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Student Transition Intake/Eligibility Determination, Referral/VR-Chris Harmon/Local State Agencies: VR, DD, SAGE, Project Origins, 628-5205.
2. Student Transition Intake/Eligibility Determination, Referral/DD- Cindi Echols/Student Transition Placement/ Referral, 745-5588.
3. Follow-up/TUSD- Pat Treeful/VR, DD, TUSD Spec. Ed. Transition Projects, 881-3000.
4. Student Transition Training and Education of Student/Same as above/SAGE, Project Origins, Local Employers.
5. Agency Coordination and Cooperation/TUSD- Dan Perino/VR, Local Ed. Agency, 881-3000.
6. Dissemination/TUSD- Betsy Bounds, Jeff Hipskind/Local Ed. Agency, 882-2422.

PROJECT PRODUCTS:

Product Type/Title:

Project developed instruments - Parent/Student Guide to Transition: No other information available.

Project developed instruments - Family Follow up Questionnaire: No other information available.

Project developed instruments - Survey Instruments Pkg.: No other information available.

PROJECT TITLE:
Vermont's School-Based Supported
Employment Model

INSTITUTE #: 194

COMPETITION #: 84.158N

MAILING ADDRESS:
Department of Special Education
405 Waterman Building
University of Vermont
Burlington, VT 05405

DATE FEDERAL FUNDING EXPIRED:
06/30/91

TELEPHONE #: 802-656-2936

PROJECT PURPOSE:

To (1) provide supported employment upon graduation or completion for all program participants; (2) serve a broad range of students who have severe disabilities; (3) increase community integration; (4) integrate students who otherwise would have no participation in their home schools; (5) increase productive collaboration among schools and adult service providers; (6) involve employers in a visible and rewarding way in public education.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Individual & Job Assessment/Ken Kramberg, & Bonnie Fields/Local Education Agency, Hartford High School, White River Jct., VT 05001, 802, 295-8614.
2. Job Development and Placement/Ken Kramberg & Bonnie Fields/Local Education Agency, Hartford High School, White River Jct., VT 05001, 802-295-8614.
3. Job Training and Follow-up/Ken Kramberg & Bonnie Fields/Local Education Agency, Hartford High School, White River Jct., VT 05001, 802-295-8614.
4. Transition Planning/Ken Kramberg & Bonnie Fields/Local Education Agency, Hartford High School, White River Jct., VT 05001, 802-295-8614.
5. Overall Program Coordination & Outreach/Ken Kramberg & Bonnie Fields/Local Education Agency, Hartford High School, White River Jct., VT 05001, 802-295-8614.
6. Student Outcome Measures Including Satisfaction/Dr. Jo-Anne Unruh/Local Education Agency, Hartford Supervisory District, White River Jct., VT 05001, 802-295-8605.
7. Dissemination and Technical Assistance/Bill Sugarman,Department of Special Education./Local Education Agency and University Staff, 405 Waterman Bldg., University of Vermont, Burlington, VT 05405, 802-656-2936.

PROJECT PRODUCTS:

Product Type/Title:

Brochure - Job Development Brochure: Available from Bill Sugarman/ UVM or Transition Institute.

Project developed instruments - Available from Bill Sugarman/ UVM or Transition

Institute (included in Final Report).

Project developed instruments - Supported Employment Training: included in Final Report.

PROJECT TITLE:
Putting Disabled Youth to Work: A Business-Education Partnership

INSTITUTE #: 195

CONTACT PERSON: Brenda Harvey

COMPETITION #: 84.158N

MAILING ADDRESS:
Maine Medical Center
22 Bramhall St.
Portland, ME 04102

DATE FEDERAL FUNDING EXPIRED:
09/30/91

TELEPHONE #: 207-871-2463

PROJECT PURPOSE:

To focus curriculum on labor market needs and skills necessary for employment and provide practical paid supported work experience for high school-age youth with severe handicapping conditions. The ultimate goal of this three year project is to increase the number of severely disabled youth by 50, who obtain and maintain jobs with the necessary supports upon graduation.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Career Education/Claire Labrie/1. Local public school,Directors of Special Ed. With Business Organizations., 207-834-3033.
2. Career Education/Sally Thompson/1. Local public school,Directors of Special Ed. With Business Organizations., 207-483-2746.
3. Career Education/Nick Kakidis/1. Local public school,Directors of Special Ed. With Business Organizations., 207-854-0850.
4. Community Collaboration/Claire Labrie/2. Public Secondary Schools, 207-834-3033.
5. Community Collaboration/Sally Thompson/2. Public Secondary Schools, 207-483-2746.
6. Community Collaboration/Nick Kakidis/2. Public Secondary Schools, 207-854-0850.
7. Personnel Training-Schools/Kate Gushee/Local public schools- school to school, 22 Poramhall St., Portland, ME 04102, 207-871-2463.
8. Placement/Rusty Cys/JTPA Service Delivery area agent And State Agencies, Westbrook High School., 207-289-3378.
19. Program Refinement/Nick Kakidis/Westbrook High School, 207-854-0850.

PROJECT PRODUCTS:

Product Type/Title:

Curricula - SUCCESS- Social Skills Training: Available from Educational Press.

Replication manual - Final Report: Available from Maine Medical Center, Hospital Industries, 22 Poramhall, Portland ME04102.

Replication manual - Final Report: Product available upon request from Maine Medical Center, Hospital Industries, 22 Bramhall, Portland ME04102.

Article - Chambers Support Transition Partnership: Product available upon request from Transition Institute.

Training manual - Teacher's Guide to Career Education.: Available from MMC-Hospital Industries.

Replication manual - S.E.: A Focus on Job Coaching.: Available from MMC-Hospital Industries.

PROJECT TITLE:
Transition Model for Supported
Employment Services

INSTITUTE #: 196

CONTACT PERSON: Brennan Mahoney

COMPETITION #: 84.158N

MAILING ADDRESS:
Transition Services Project
Albuquerque Public School
513 6th St., NW
Albuquerque, NM 87102

DATE FEDERAL FUNDING EXPIRED:
09/30/91

TELEPHONE #: 505-243-7811

PROJECT PURPOSE:

Increase competitive employment outcomes for students with moderate and severe disabilities. Train paraprofessionals to become job coaches. Serve a minimum of 50 students per year. Provide referral services for transition, supported employment, postsecondary education, and community living. Develop job coach training manual, parent training manual, and other products. Disseminate outcomes. Obtain continued funding of project.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 03/01/91
Parent handbook - available date: 07/01/91
Training manual - available date: 06/01/91
Project developed instruments - available date: 02/01/91
Videotapes - available date: 07/01/91
Article - available date: 02/01/91

PROJECT TITLE:
Project SETS: Supported Employment and Transition Services

INSTITUTE #: 197

CONTACT PERSON: Nancy Elliott

COMPETITION #: 84.158N

MAILING ADDRESS:
Dept. of Special Education
Georgia State University
University Plaza
Atlanta, GA 30303

DATE FEDERAL FUNDING EXPIRED:
09/30/91

TELEPHONE #: 404-651-2310

PROJECT PURPOSE:

To develop and implement community vocational training in secondary programs for severely handicapped individuals and then to develop interagency transition services for the students. Four counties in Georgia are involved.

PROJECT PRODUCTS:

Product Type/Title:
Training manual - available date: 05/30/91
Project developed instruments - available date: 12/30/90
Article - available date: 03/01/91
Replication manual - available date: 06/30/91

PROJECT TITLE:
Supported Employment Model for
Transitioning Youth with Handicaps
Through Interagency Collaboration

INSTITUTE #: 198

CONTACT PERSON: Richard G. Luecking

COMPETITION #: 84.158N

MAILING ADDRESS:
TransCen, Inc.
230 N. Washington St.
Suite 200
Rockville, MD 20850

DATE FEDERAL FUNDING EXPIRED:
07/31/91

TELEPHONE #: 301-424-2002

PROJECT PURPOSE:

The project's goal is to ensure that students of Montgomery County Public Schools with severe disabilities obtain supported employment while still in school, and upon graduation, retain that employment. Four collaborating entities with complimentary responsibilities utilize staff pooling and longitudinal coordination and planning to affect this employment. Systematic on-the-job training occurs during the final year before students graduate, as job coaches from adult agencies pool efforts with assigned public school instructional staff. Transition planning procedures are employment-focused based on the job development and matching conducted by project-funded job developers and a long term IHP developed by involved parties. Collaborating adult service agencies will provide long term support after graduation.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Training/Margit Meissner/Montgomery County Public Schools, 301-279-3032.
2. Placement/Margit Meissner/Montgomery County Public Schools, 301-279-3032.
3. Follow-up/a)Joyce Taylor/a)ARC / Montgomery County., 301-984-5777.
4. Follow-up/b)Earle Goss/b)CHI, 301-445-3350.
5. Program refinement/ Tracking/Richard G. Luecking/Trans Cen, Inc., 301-424-2002.
6. Agency Coordination/Richard G. Luecking/Trans Cen, Inc., 301-424-2002.
7. Replication (Governor's Transition Initiative)/a) Fred Meyer/a) State of Maryland Developmental Disability Administration., 301-595-5000.
8. Replication (Governor's Transition Initiative)/b) Brenda Sutton/b) Division of Vocational Rehabilitation, 301-554-3271.

PROJECT PRODUCTS:

Product Type/Title:

Replication manual - Interagency Collaboration in Transition Services for Youth with Severe Disabilities:An Implementation Guide.: Available from Trans Cen, Inc.

Project developed instruments - Pre-Graduation Vocational Training, Satisfaction Questionnaire: Available from Trans Cen, Inc.
Project developed instruments - Transition Planning Satisfaction Questionnaire.: Available from Trans Cen, Inc.

PROJECT TITLE:
Transition from School to Work Through Supported Employment

INSTITUTE #: 199

CONTACT PERSON: Rebecca S. McDonald

COMPETITION #: 84.158N

MAILING ADDRESS:
ARC Union County
1225 South Avenue
Plainfield, NJ 07062

DATE FEDERAL FUNDING EXPIRED:
10/01/91

TELEPHONE #: 201-754-5910

PROJECT PURPOSE:

Over a three-year period this project places 30 students from Union County in supported employment prior to exiting special education services. All students involved in the project experience paid work in an integrated work site through one of the supported employment models provided by the project prior to graduation. All targeted students have an ITP, developed via a collaborative process with the student, family, school personnel and adult service agencies.

PROJECT PRODUCTS:

Product Type/Title:
Parent handbook - available date: 12/31/90
Curricula - available date: 08/31/91
Article - available date: 12/31/91
Replication manual - available date: 12/31/91

PROJECT TITLE:
Interagency Transition Partnership

INSTITUTE #: 200

COMPETITION #: 84.158N

MAILING ADDRESS:
Tacoma School District #10
P.O. Box 1357
Tacoma, WA 98401

DATE FEDERAL FUNDING EXPIRED:
08/31/91

TELEPHONE #: 206-596-1088

PROJECT PURPOSE:

The Interagency Transition Partnership is a federally-funded, three year project through the US Department of Education. The project, currently in its third year, is to combine the resources of Tacoma Public Schools, VADIS Northwest, and Pierce County Social Services in order to increase placement of youth with disabilities into individual supported jobs prior to graduation, and to coordinate ongoing support in jobs after graduation.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 01/30/89
Parent handbook - available date: 02/01/91
Student handbook - available date: 02/01/91
Replication manual - available date: unknown

PROJECT TITLE:
The LOGICal Approach to Supported Employment

INSTITUTE #: 201

CONTACT PERSON: Pat Brown

COMPETITION #: 84.158N

MAILING ADDRESS:
Office of the Supt. of Public Instruction
Special Services
Old Capitol Building, FG-11
Olympia, WA 98504

DATE FEDERAL FUNDING EXPIRED:
07/31/91

TELEPHONE #: 206-753-6733

PROJECT PURPOSE:

The purpose of the LOGIC project is to improve access to and placement in supported employment for students at graduation through reallocation of energy, resources and responsibilities across agencies and systems. To reach this goal, the LOGIC project proposed the following objectives:

1. To improve the competence and capacity of teachers, agencies, and parents to impact student preparation and placement in supported employment.
2. To install and support four novel approaches to developing supported employment based on needs of local communities.
3. To evaluate the effectiveness of each approach.
4. To package and disseminate decision-making guidelines for replication by interested counties, LEAs, parents, and state officials.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. Training/Pat Brown/University, University of Washington, EEUI/WJ-10, Seattle, WA, 206 543-4011.
2. Program refinement/revision/Pat Brown/University, University of Washington, EEU/WJ-10, Seattle, WA, 206 543-4011.

PROJECT PRODUCTS:

Product Type/Title:

Parent handbook - Providing Supported Employment Opportunities: Parent Guidelines: Available from Pat Brown/ University of Washington, EEU/ WJ-10, Seattle, WA. (206)-543-4011.

Training manual - Preparing Students for Employment:Information for teachers on training students and provide support: Available from Pat Brown/ University of Washington, EEU/ WJ-10, Seattle, WA. (206)-543-4011.

Other - Washington State Vendor Directory: Available from Pat Brown/ University of Washington, EEU/ WJ-10, Seattle, WA. (206)-543-4011.

PROJECT TITLE:
Supported Employment Placement Project

INSTITUTE #: 202

CONTACT PERSON: John McDonnell

COMPETITION #: 84.158N

MAILING ADDRESS:

217 MBH
University of Utah
Salt Lake City, UT 84112

DATE FEDERAL FUNDING EXPIRED:
09/30/91

TELEPHONE #: 801-581-6158

PROJECT PURPOSE:

The Supported Employment Placement Project (SEPP) is a 36-month federally funded program to develop a comprehensive educational and transition model that places students with severe disabilities who are between the ages of 19 and 22 in supported employment programs prior to their existing the school program. The CEP program has developed and field-tested an employment model in three school districts and is being replicated in three additional school districts that include both urban and rural areas.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: unknown
Training manual - available date: unknown
Article - available date: 06/01/91
Replication manual - available date: unknown

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87
FIFTH COMPETITION: 11/10/88
SIXTH COMPETITION: 9/14/89
SEVENTH COMPETITION: 1/22/92

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with disabilities. The absolute priority for this competition was model projects of supportive services to individuals with handicapping conditions, other than deafness, focusing on specifically adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nondisabled peers.

Applicants were encouraged to consider program and curricular adaptations or modifications or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition, applicants were encouraged to develop models of generic postsecondary services for students, that improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions and at community colleges and other two-year institutions were especially invited. Projects were to produce information and practices that would facilitate replication in other agencies and improve work opportunities for persons with disabilities in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competitions; however, the invitational priority for these competitions specified a focus on individuals with specific learning disabilities. The third competition emphasized a focus on new or innovative models of improved support services, curricular modifications, and/or program adaptations for students with disabilities. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate disabilities.

In the fifth competition, the priority was to improve vocational outcomes for youths who have recently completed secondary education programs, and to focus on short- and long-term educational interventions necessary to assist youths in securing competitive employment.

In the sixth competition, emphases included (a) locating and serving youths and adults with disabilities who are in need of continued educational services, working cooperatively with secondary schools, as appropriate; (b) achieving appropriate job placements for persons with disabilities served through individualized education interventions; and (c) providing follow-up and follow-along activities for persons with disabilities served in the project who are placed in jobs.

In the seventh competition, emphases included (a) developing inservice training programs for faculty, staff, and career placement office personnel; (b) obtaining the involvement of employers by placement offices in campusbased career opportunities; (c) increasing placement percentages for students with disabilities by the forming of cooperation agreements; (d) enhancing the career experiences of students with disabilities by facilitating opportunities for needed work experiences; and (e) providing technical assistance to administrators, faculty, and staff of postsecondary educational programs.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit educational agencies were eligible for each of the seven competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY 1987 was $1,000,000 for an estimated 10 awards. In FY 1988, the approximate amount of funds for 11 awards were $1,000,000, and for the fifth competition (FY 1989), approximately $800,000 was available for an additional 10 model projects. For FY 1990, approximately $1,159,000 was available for an estimated 12 awards. For FY 1991 approximately $2,351,000 was awarded for an estimated 22 awards.

NUMBER OF GRANTS AWARDED

In FY 1985, 14 demonstration grants were awarded, and in FY 1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY 1987, 11 in FY 1988, nine in FY 1989, and nine for FY 1990, and 17 for FY 1991.

DURATION OF GRANTS

For FY 1985 and FY 1986, approval was for two- and three-year periods, subject to an annual review of progress and availability of funds. For FY 1987, grant approval was for one-, two-, and three-year periods. All grants awarded in FY 1988-1991 were for a three-year period. Fifty-nine of the total 93 awards have expired to date.

SUMMARY OF 84.078C PROJECT PROFILES

POSTSECONDARY DEMONSTRATION PROJECTS

GEOGRAPHIC AREA SERVED

Of the 34 current projects, 13 indicate serving a region within a state, eight indicate serving a city of more than 100,000 people, five mention serving a county, three report serving urban areas of 50,000 to 100,000 people, and two report serving a suburban of 10,000 to 50,000 people. The remaining projects report serving a statewide area, a region of the nation, and a national area, respectively.

PRIMARY GRANTEE

Thirteen universities, 11 community colleges, three nonprofit service agencies, and two state education agencies received grant awards. One local education agency, one advocacy organization, and three other organizations also were awarded grants under this competition.

PROJECT PARTICIPANTS

Twenty-five projects report 3,551 individuals with disabilities receiving direct services over the entire funding period. Projects also were asked to estimate the total number of persons with disabilities who will receive benefits from services such as training. An estimated 24,244 persons will be impacted according to 20 project reports.

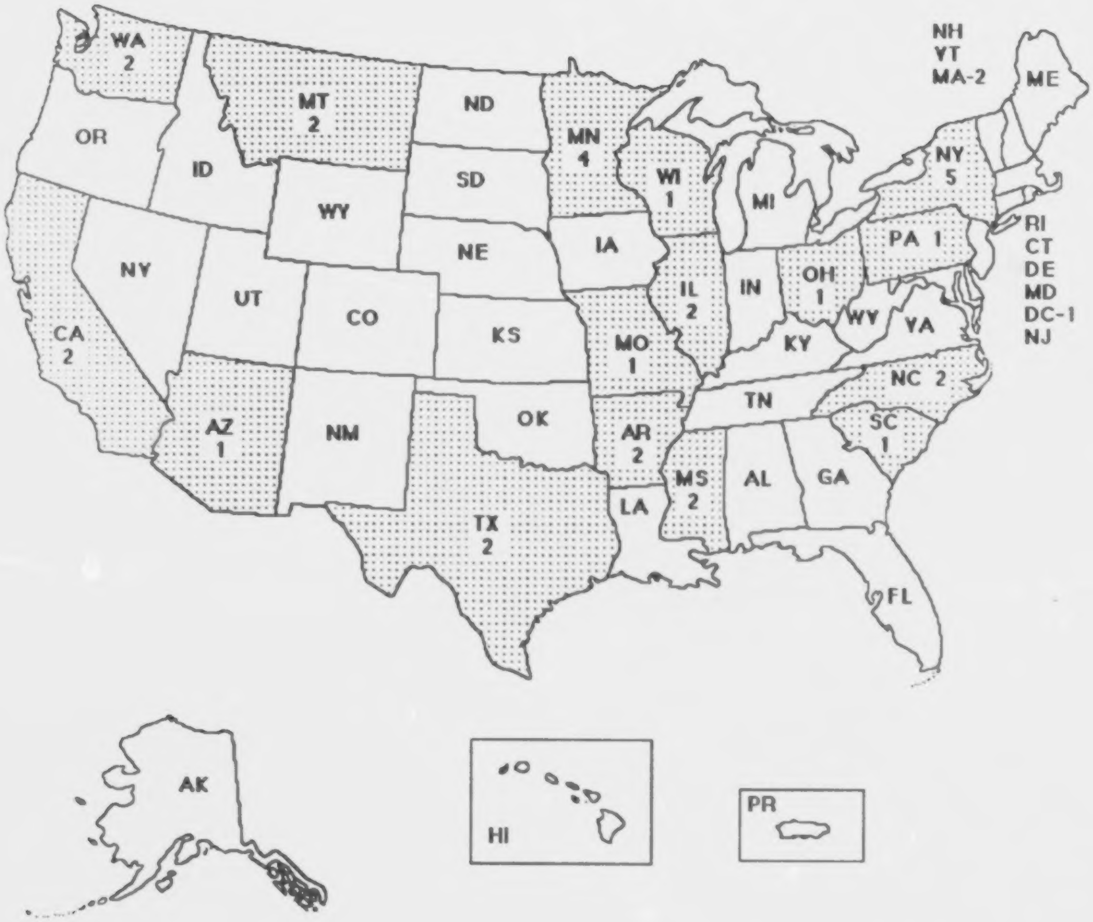
All projects indicate the provision of related service components; specifically, training and service to 1,099 individual with special needs, 983 postsecondary faculty, 603 undergraduate/graduate students, 389 service providers, 6,247 project and agency personnel, 715 parents, and 217 other individuals.

COOPERATING AGENCIES

All projects indicate involvement with cooperating agencies or organizations: 13 report cooperation with state vocational rehabilitation agencies, 11 with community college, 10 with state education agencies, eight with location education agencies; seven report working with public secondary schools, six projects report cooperation with state MH/DD agencies or associations for learning disabilities, four projects are working with for profit agencies, university, and university affiliated programs, three projects indicate cooperation with JTPAs, area vocational centers, two report cooperating with nonprofit service agencies, private research organizations, and private schools, and one reports cooperation with parent organizations and a State Council for DD Services. Seven projects report cooperation with other organizations.

Location of 84.078C Projects

Geographic Distribution of Current 84.078C Projects
as of July 1992
(N = 34)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GRANT NUMBER : H078C90004

PROJECT TITLE:
SMILE: Successful Moves to Independent
Living and Employment

INSTITUTE #: 240

PROJECT DIRECTOR:
Robert Crawford

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/89
PROJECT END DATE: 06/30/92

CONTACT PERSON: Robert Crawford

MAILING ADDRESS:
Life Development Institute
P.O. Box 15112
Phoenix, AZ 85060

PRIMARY GRANTEE:
Private Nonprofit Agency

TELEPHONE #: 602-254-0822

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop and implement a model program with a program hierarchy structured to accommodate diverse capabilities and disabilities within the target population.

TARGET: At least 90 mildly- to moderately-handicapped youths and young adults from the Arizona Foster Care System's Young Adult Program and vocational/rehabilitation clients from rural Arizona who have exited or dropped-out from high school.

APPROACH: To develop and implement a highly-structured service delivery plan emphasizing literacy in academics and functional skills, vocational exploration, work experience, vocational training, relevant community-based social experiences, and job placement in appropriate competitive employment. A final component will provide follow-up service, tracking, and job crisis intervention after placement. Mainstreamed educational opportunities are also emphasized in the SMILE model.

OUTCOMES: At least 30 agencies, employers, and family members will benefit from direct participation. findings and technical reports will be disseminated at state and national conferences. Linkage and curriculum development procedures will also be exhibited as products of the program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 350

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 119

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	27	N/A
Emotional Disorder	28	N/A
Learning Disability	64	N/A

Professionals/parents receiving services (training) through project activities:
Peer tutors - 15

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, APTICOM, APTICOM, APTICOM, APTICOM, APTICOM, WRAT, Detroit, Learning Styles Inventory

Locally/Project-Developed Instruments:
Project Designed Packets, Competency Checklist, Tracking Forms, Staff Logs

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Advisory Board, Employers

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/91

Student handbook	01/01/91
Project-developed instruments	09/01/92
Videotape	09/01/92
Curricula	09/01/92
Journal articles	09/01/92
Replication manual	09/01/92

GRANT NUMBER : H078C90032

PROJECT TITLE:
Project Employment

INSTITUTE #: 241

PROJECT DIRECTOR:
Charles C. Wall

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Janet Skibinski

PROJECT START DATE: 08/17/89
PROJECT END DATE: 08/16/92

CONTACT PERSON: Charles C. Wall

MAILING ADDRESS:
Bakersfield College
1801 Panorama Dr.
Bakersfield, CA 93305

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 805-395-4070

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To provide job training and employment services directly to students with disabilities and to build permanent employment bridges between community employers and the college's Supportive Services Center.

TARGET: The project will establish ten job training slots. Disabled students will be placed in permanent jobs, and awareness concerning the employment of persons with disabilities will be established.

APPROACH: During the first 6 months of the project, communication will be established with local businesses. In the next 6 to 12 months, job training slots will be piloted and a permanent job placement research and follow-up system will be established. During the last 20 months, ten job training slots will have been implemented and students with disabilities will be placed in permanent jobs.

OUTCOMES: In addition to increasing the employability and employment of local students, the college will disseminate information about the project and its impact locally, state-wide and nationally.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 600

Handicapping Condition	No. Served	Age Range

Cerebral Palsy	5	N/A
Deaf/Blindness	1	N/A
Emotional Disorder	15	N/A
Health Impairment	26	N/A
Hearing Impairment	7	N/A
Learning Disability	52	N/A
Speech Impairment	9	N/A
Visual Impairment	16	N/A
Substance Abuse	4	N/A
Physical Disability	45	N/A

Professionals/parents receiving services (training) through project activities:

Agency personnel - 15
Teachers - 1
Postsecondary faculty - 5
Business/industry - 25
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Goal-free, Decision making, Connoisseurship, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Progress in employment training programs, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
"Career and Job Interest Questionnaire" developed by Project Employment staff

Locally/Project-Developed Instruments:
"Career and Job Interest Questionnaire"

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, CA State Dept. of Vocational Rehabilitation, Chambers of Commerce and Various Service Clubs

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Training manual	08/01/92
Project-developed instruments	08/01/92
Videotape	06/01/91
Journal articles	08/01/92
Replication manual	08/01/92

GRANT NUMBER : H078C90019

PROJECT TITLE:
Project EXTRA

PROJECT DIRECTOR:
Lynda Price

PROJECT COORDINATOR:
Lynda Price

CONTACT PERSON: Lynda Price

MAILING ADDRESS:
240 Appleby Hall
128 Pleasant St., S.E.
General College
University of Minnesota
Minneapolis, MN 55455

TELEPHONE #: 612-625-7578

INSTITUTE #: 242

COMPETITION #: 84.078C

PROJECT START DATE: 08/01/90
PROJECT END DATE: 07/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
City of more than 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop and implement a transition-related research/demonstration program for adolescents and young adults who need additional assistance to move successfully from high school to work or postsecondary education.

TARGET: Approximately 100 to 150 students each year will participate directly in a retention program at a postsecondary technical institute, and about 40 secondary youth will receive a wide range of transition counseling and services.

APPROACH: Following intake assessment and preliminary transition planning efforts, secondary education efforts will proceed to include a number of personalized options such as a transition plan, a support group, bi-monthly transition and employment counseling, transition conferences and utilization of postsecondary options courses toward a high school diploma, and site visits. Participants may go on to education at a technical institute, community college, and the University of Minnesota. Competitive training-related employment and student follow-along counseling will solidify employment and educational outcomes.

OUTCOMES: 10 research articles, 40 conference presentations, a local/regional symposium, a transition training video tape and related study guide, and a project newsletter will serve to disseminate results.

Handicapping Condition	No. Served	Age Range

Cerebral Palsy	1	18
Emotional Disorder	2	17-19
Hearing Impairment	4	17-20
Learning Disability	32	17-21
Visual Impairment	1	18
Misc. Mild Handicapped	150	18-45

Professionals/parents receiving services (training) through project activities:

- Parents - 75
- Business/industry - 30
- Teachers - 100
- Postsecondary faculty - 25
- Undergraduate/graduate students - 180
- Agency personnel - 45
- Peer tutors - 10
- Project personnel - 60
- Project EXTRA - 125

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Councilor-Students Interaction

On Employers: Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, TABE, CAI, Students Satisfaction Survey; Interpersonal & Math Skills Assess.; Computerized Learning Styles Inventory; Transition Questionnaire.

Locally/Project-Developed Instruments:
NMTC Tracking Grid Referral Forms and Caseload Forms (Records and Tracks Services), ransition Questionnaire (Assesses Transition Skills), Casenotes/Counseling Break-down Form (Tracks Amount and Number of Counseling Contracts Per Students.

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Staff evaluator, Project Statistician, Principal Investigator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Annual newsletters, Journal articles
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, MN Dept. of Voc-tech.

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Not Indicated
Parent handbook	Not Indicated
Student handbook	Not Indicated
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Videotape	Not Indicated
Curricula	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H078C90015

PROJECT TITLE:
Salish Kootenai College Handicapped
Student Support Services Project

INSTITUTE #: 243

PROJECT DIRECTOR:
Mike Hermanson

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Barbara Landstrom

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: M. Hermanson/ B. Landstrom

MAILING ADDRESS:
Salish Kootenai College
Box 117
Pablo, MT 59855

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 406-675-4800

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop a model program for serving students with disabilities at atribally controlled college.

TARGET: Thirty Native American students living on the Flathead Reservation with various handicaps not including hearing impairments.

APPROACH: Specialized equipment will be provided to offset negative effects of disabilities on students' learning. Cooperative agreements will be formed with other agencies serving persons with disabilities. With the American Indian Research and Training Center of Northern Arizona University and faculty at Eastern Montana College an effective approach to assessment and instruction of Indian students with specific learning disabilities in postsecondary settings will be developed. An intensive set of support services will be developed for students attending Salish Kootenai to maximize potential for successful graduation.

OUTCOMES: Individualized plans for each student, agreements with the State Rehabilitation Agency, fifteen students per year placed in employment, 40 students served each year and annual presentations at American Indians Higher Education will be primary products.

Handicapping Condition	No. Served	Age Range
Emotional Disorder	1	19+
Hearing Impairment	2	19+

Learning Disability	17	19+
Multiple Handicap	12	19+
Spinal Cord Injury	1	19+
Visual Impairment	2	19+
Substance Abuse	1	19+
Physical Disability	41	19+
Pulmonary	1	19+

Professionals/parents receiving services (training) through project activities:

Peer tutors - 5
Project personnel - 3
Postsecondary faculty - 20

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Connoisseurship, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects: Woodcock-Johnson, MESA (Valpar), Vocational Decision Making Inventory, COPS, WRAT; TABE

Locally/Project-Developed Instruments: Needs Assessment in development stage, Service Request Forms; Accommodation Form (sent to instructors)

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Vocational Rehabilitation, Tribal Colleges

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Student handbook	04/01/91
Videotape	04/01/91
Journal articles	04/01/90

GRANT NUMBER : H078C90024

PROJECT TITLE:
COMPETE: Computer Preparation -
Evaluation, Training, and Employment

INSTITUTE #: 244

PROJECT DIRECTOR:
William C. Mann

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Jean L. McKinley

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Jean L. McKinley

MAILING ADDRESS:
Department of Occupational Therapy
University at Buffalo
515 Kimball Tower
SUNY
Buffalo, NY 14214

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 716-831-3141

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To model an interdisciplinary, interagency approach to successful vocational and community integration of individuals with mild to moderate disabilities.

TARGET: Unemployed individuals between 15 and 30 years old who are mentally retarded, learning disabled, or have suffered a traumatic brain injury and who have completed or left a secondary school program.

APPROACH: An interdisciplinary evaluation and planning team will be assembled. An evaluation battery including assessments of vocational and other community integration needs will be developed. Complete curriculum and training materials will be developed, focusing on three levels of computer skills from basic data entry to advanced word processing and computer communications. Participants will be screened and evaluated on an individual basis. Training will be provided and assistive devices prescribed as appropriate. Community integration needs will be addressed and additional service providers or training provided as needed. An employer-task force will assist with job identification, modification and OJT. Follow-up services will be established and evaluation/dissemination processes completed.

OUTCOMES: Articles, press releases, radio announcements and informative mailings will be released and targeted toward appropriate consumers. At least three articles will be placed in peer review journals and results will be presented at several national conferences.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 40

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 40

Handicapping Condition	No. Served	Age Range
Learning Disability	13	17 - 30
Mild Mental Retardation	16	17 - 30
Moderate Mental Retardation	16	17 - 30
Brain Injury	13	18 - 39

Professionals/parents receiving services (training) through project activities:

Parents - 40
Agency personnel - 35
Business/industry - 40
Peer tutors - 20
Project personnel - 15
Postsecondary faculty - 15
COMPETE: Computer Preparation - Evaluation, Training, and Employment - 40
Undergraduate/graduate students - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status, Business satisfaction with trainees

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

Test of Visual Perceptual Skills; Test of Visual Motor Skills, Singer Vocational Evaluation System, Peabody Picture Vocabulary Test, Street Survival Skills Questionnaire, Time Perceptual Inventory; Time Problems Inventory, Perceptual Memory Task, McCarron Assessment of Neuro-Muscular Development - MAND

Locally/Project-Developed Instruments:

Survival Office Skills Checklist; Appearance Checklist; Minnesota Employer Satisfaction Skills; Occupational Therapy, Nutrition Evaluation; Self-Report; Individualized Daily Schedules; Release of Information

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, VESID, OMR-DD, Employer Task Force

PROJECT PRODUCTS:

Product	Date Available
Student handbook	07/01/90
Training manual	07/01/90
Project-developed instruments	06/01/91
Slide presentation	09/01/90
Videotape	06/01/91
Curricula	06/01/91
Journal articles	03/01/91
Replication manual	08/01/92

GRANT NUMBER : H078C90022

PROJECT TITLE:
Industrial-Based Special Needs Program

INSTITUTE #: 245

PROJECT DIRECTOR:
Alan Doyle

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Lillian Schneider

PROJECT START DATE: 09/01/89
PROJECT END DATE: 09/30/92

CONTACT PERSON: Lillian Schneider

MAILING ADDRESS:
Nassau BOCES
Industry Based Special Needs
234 Glen Cove Road
Carle Place, NY 11514

PRIMARY GRANTEE:
Area Vocational Center

TELEPHONE #: 516-873-9393

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To promote training, employment, and upgrading in integrated environments for adults with mild to moderate disabilities.
TARGET: Persons with mild or moderate disabilities who are aging out of the school system. Disabling conditions include learning disabilities (50 persons), emotional handicaps (30 persons), drug and alcohol abuse (15 persons), and five persons receiving worker's compensation.
APPROACH: A partnership will be established involving the state office of vocational rehabilitation, local educational agencies, the county Board of Cooperative Educational Services (BOCES), and other agencies to improve advocacy, referral, placement, and training for the target population. Business and industry will be sensitized to potential contributions by the disabled in a competitive job market. For each participant an Individualized Training Prescription will be developed to provide a vehicle for ongoing monitoring and documentation of each client's status. Training will be provided to remediate identified deficiencies and develop employability skills prior to beginning on-site training. Placement will be provided and supported with counseling and skill reinforcement. Follow-up will involve socialization activities focusing on work adjustment and job retention.
OUTCOMES: The project will provide ongoing individualized intervention and support before and throughout placement and employment.

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	1	34
Emotional Disorder	5	34-49
Learning Disability	45	18-50
Mild Mental Retardation	5	17-24
Multiple Handicap	10	19-45
Substance Abuse	4	21-33
Physical Disability	2	26-39

Professionals/parents receiving services (training) through project activities:

Parents - 10	Agency personnel - 20
Business/industry - 60	Project personnel - 100
Postsecondary faculty - 5	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
Bennett Mechanical Comprehension; Crawford Small Parts Dexterity, COPS Interest Inventory

Locally/Project-Developed Instruments:
Client Evaluation Form; Simulated Work task Analysis Forms, Clerical Checklist; Competitive Time Checklist, Skills Proficiency Rating Forms; Employer Job Evaluation Report; Employment Readiness Report, Post-Interview Assessment Form; Individual Training Plan; Personal Review Form, Client Survey Form; Termination Evaluation Form, Employer Task Analysis/Job Lead Form; Client Contract Form; Referral Agency Contact Form; Release of Information Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Advisory Board, State Agency

PROJECT PRODUCTS:

Product	Date Available
Brochure	02/01/91
Slide presentation	12/01/90
Videotape	12/01/90

GRANT NUMBER : H078C90039

PROJECT TITLE:
Southern Appalachian Transition
Education Project

INSTITUTE #: 246

PROJECT DIRECTOR:
Arlene C. Stewart

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Arlene C. Stewart

MAILING ADDRESS:
20 McKee Building
Western Carolina University
Cullowhee, NC 28723

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 704-227-7127

GEOGRAPHIC AREA SERVED:
Region of the nation

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To initiate programs providing services to handicapped individuals in transition toward higher education and employment.

TARGET: Special educators, counselors, and administrators in 29 Southern Appalachian school systems will receive education and resources to help them provide transition services to disabled students. The project will work with one postsecondary institution to improve secondary transition systems. About 90 selected students will participate in a summer workshop and subsequent tracking.

APPROACH: Cooperating school districts and postsecondary institutions will be provided with training materials and packages. Direct service will involve providing transition counseling and information about employment options, as well as the summer workshop with a wide range of training covering self-knowledge, social and academic skills. Tracking will provide information about employment and education status among participants. Meanwhile postsecondary institutions will be provided technical assistance to encourage development of training on employment and transition for handicapped students.

OUTCOMES: A student follow-up research model will be available for dissemination. Tracking data will be made available to private and public agencies. A resource directory will be available to educators in the region.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 15,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 90

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	1	17
Developmental Disability	1	19
Learning Disability	11	15-22
Multiple Handicap	3	16-19
Visual Impairment	2	18-19

Professionals/parents receiving services (training) through project activities:

Parents - 124 Teachers - 77
Postsecondary faculty - 200
Southern Appalachian Transition Education Project - 0
Undergraduate/graduate students - 157

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects:
SDS; COPS, MBTI, Learning Styles Inventory; Values Inventory

Locally/Project-Developed Instruments:
Student Survey at Beginning STE to Assess Expectations & Level of Self-understanding, Student Survey at the Beginning of STE to Assess Expectations & Level of Self-Understanding, Summary sheets used by students to record testing results from self-assessment process

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, SDPI and Dept. of C. C., WCU -- Host Institution

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/09/91
Newsletter	01/01/91
Project-developed instruments	01/01/91
Journal articles	Not Indicated
Resource Directory	06/01/92

GRANT NUMBER : H078C90035

PROJECT TITLE:
Postsecondary Education Demonstration
Program for Learning Disabled Persons

INSTITUTE #: 247

PROJECT DIRECTOR:
Jane O. Rochester

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Jane O. Rochester

PROJECT START DATE: 09/01/89
PROJECT END DATE: 08/31/92

CONTACT PERSON: Jane O. Rochester

MAILING ADDRESS:
Central Piedmont Community College
Special Services
P. O. Box 35009
Charlotte, NC 28235

PRIMARY GRANTEE:
State Educational Agency

TELEPHONE #: 704-342-6552

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop a model program of short-term vocational training and placement, and follow-up and follow-along services designed to meet the needs of learning disabled individuals seeking to obtain and sustain employment.
TARGET: In the first year, 25 participants will receive training and placement and staff and faculty from five other colleges will receive inservice training in model implementation. The second year will include inservice training at an additional five institutions and service to at least 75 participants. The final year will see at least 100 more students served.
APPROACH: The model will first be developed at Central Piedmont Community College, incorporating the career fields of child care, automotive work, and graphics. Each year thereafter an additional three career fields will be added. Primary training components will include instruction in the development of coping skills and appropriate social behaviors for workplace settings. Students will have individualized education plans.
OUTCOMES: Curriculum guides for three new courses per year will be developed. Training materials about learning disabilities will be distributed to faculty at community colleges.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Learning Disability	125	18 - 25

Professionals/parents receiving services (training) through project activities:

Business/industry - 18
Postsecondary faculty - 300
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, CAI, Myers Briggs, Bender Genstalt, DARE, Wide Range Achievement Test,

Locally/Project-Developed Instruments:
Job-Site Analysis Form, Workshop Evaluation Form, Participant Exit Interview; Faculty Interview; Employer Advisory Group Interview, Needs Assessment Survey, Employee Performance Questionnaire; Faculty Questionnaire for Career Areas; Questionnaire for Employer Advisory Group, Individualized Educational Plan Form; Participant Information Form

Personnel Involved in Evaluation: Project director, Project staff, Project Liaison

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Vocational Rehabilitation

PROJECT PRODUCTS:

Product	Date Available
Training manual	Not Indicated
Project-developed instruments	Not Indicated
Curricula	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H078C90017

PROJECT TITLE:
Career Awareness and Training Program

PROJECT DIRECTOR:
Joseph Rogan

PROJECT COORDINATOR:
Jennifer Munafo

CONTACT PERSON: Jennifer Munafo

MAILING ADDRESS:
College Misercordia
Dallas, PA 18612

TELEPHONE #: 717-674-6343

INSTITUTE #: 248

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/89
PROJECT END DATE: 09/30/92

PRIMARY GRANTEE:
University or Four-Year College

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop a model Careers and Awareness Transition Program for college students who are learning disabled.

TARGET: About 25 students will receive preparation for professional employment per year; about 10 will be assisted in gaining employment; and about 10 will be assisted in acclimating to employment.

APPROACH:In conjunction with an existing college program for students with learning disabilities and the existing college placement office, specialized services will be developed for career awareness and preparation. Three facets of the program will be phased in over a three-year period. First, workshops and activities to prepare juniors and seniors with learning disabilities for professional employment will be developed and implemented. Specialized career transition and placement services will be provided during Year 2 of the project. In Year 3, follow-up and follow-along support for the students and their employers will be provided.

OUTCOMES: In addition to providing career and transition services and enhancing vocational outcomes for its own students, the college will develop a model that can be replicated by other small colleges. College Misericordia will also serve as a resource to other small colleges interested in developing formal programs for learning disabled students and career education programs for them.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 70

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 70

Handicapping Condition	No. Served	Age Range
Learning Disability	70	17 -23

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Strong-Campbell Interest Inventory; System of Interactive Guideline & Information plus, Myers-Briggs Type Indicator, Holmes and Rahe Social Readjustment Scale

Locally/Project-Developed Instruments: "Mock Interview Evaluation Form"; "Workshop Evaluation Form," Initial Interview (Intake for Freshman); Career Assessment Form, Employer Survey (To Assess LD Awareness Among Employers); Career Awareness Survey (For LD Students), Years end -- Office Evaluation Form, Employment Search Registration Form

Personnel Involved in Evaluation: Project director, Project coordinator, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet

Audience: Consumers, Advisory Board, U. S. Dept. of Education, O.V.R., PA, ACLD; Chamber of Commerce

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Newsletter	Not Indicated

GRANT NUMBER : H078C00037

PROJECT TITLE:
Postsecondary Education Program for
Handicapped Persons

INSTITUTE #: 250

PROJECT DIRECTOR:
Edward F. Duffy

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Deborah L. Gladden

PROJECT START DATE: 09/01/90
PROJECT END DATE: 08/30/92

CONTACT PERSON: Deborah L. Gladden

MAILING ADDRESS:
York Technical College
452 S. Anderson Rd.
Rock Hill, SC 29730

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 803-327-8004

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To support the postsecondary education of adults with handicaps in need of additional training to acquire and maintain stable employment.
TARGET: Roughly 184 students currently in high school, 61 now on campus and 45 older adults with disabilities are considered eligible for services based on either their transitional status or current standing in postsecondary education, for a total of roughly 300 academically handicapped students expected to receive training, counseling, placement and follow-up services over three years' time.
APPROACH: Objectives include: 1) recruitment, diagnosis and servicing of the learning disabled and other handicapped populations in the area; 2) provision of counseling and other services to enhance likelihood of program completion; 3) promotion of job training and placement; 4) establishment and maintenance of cooperative networks among area employers; 5) support of area employers in hiring, accomodating and retaining qualified disabled employees; 6) provision of regular follow-up activities; and 7) establishment of an advisory council.
OUTCOMES: Written information about the project will be disseminated to local, state, and national groups concerned with postsecondary support for the learning disabled.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 375

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	15	17-55
Epilepsy	6	17-40
Health Impairment	20	17-50
Hearing Impairment	12	20-40
Learning Disability	300	17-55
Brain Injury	3	17-50
Visual Impairment	4	17-55
Physical Disability	15	17-55

Professionals/parents receiving services (training) through project activities:

Parents - 86
Business/industry - 138
Teachers - 92
Postsecondary faculty - 117
Undergraduate/graduate students - 200
Agency personnel - 75
Peer tutors - 100
Project personnel - 4

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WISC-R, WAIS-R, Berdor Gestalt Institute of Vis. Motor Integration, CAI, WRIOT, TOWL, WRMT, SIGI Plus,OASIS, Woodcock-Johnson, Tests of Achievement

Locally/Project-Developed Instruments:
Behavior Observation Form, Employer/Employee Satisfaction Survey, Intake Interview, Employer/Employee Satisfaction Survey

Personnel Involved in Evaluation: Project director, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, York Tech. College

PROJECT PRODUCTS:

Product	Date Available
Brochure	08/01/91
Videotape	08/01/92
Satisfaction survey	08/01/92

GRANT NUMBER : H078C00023

PROJECT TITLE:
The Healthy Living Program

PROJECT DIRECTOR:
Phoebe Sharaf

PROJECT COORDINATOR:
Sandra Lee

CONTACT PERSON: Phoebe Sharaf

MAILING ADDRESS:
Sr. Health & Peer Counseling Center
2125 Arizona Avenue
Santa Monica, CA 90404

TELEPHONE #: 213-829-4715

INSTITUTE #: 251

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/90
PROJECT END DATE: 06/30/93

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHIC AREA SERVED:
City of 50,000 to 100,000 people

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To provide a mental health intervention as well as educational growth, for the elderly through the Health Living Program, a collaborative effort of Emeritus College and Senior Health and Peer Counseling.

TARGET: Elderly people who are mentally disabled or at risk for mental illness, their teachers and service providers.

APPROACH: The program will guide each student through a sequence of study, while providing support services to allow them to adjust. The design of the curriculum and support services will lead each individual through a first level of improved self-image, and interpersonal skills, to a second level of understanding about the aging process, mental illness, therapy, etc, to a third level of skills to be used in employment or volunteer service.

OUTCOMES: The program will create an educational-mental health model for replication at colleges nationwide, and will provide information which can be used to improve educational programs for all older adults.

Handicapping Condition	No. Served	Age Range
Emotional Disorder	50	55+
At Risk of Mental Illness	100	55+

Professionals/parents receiving services (training) through project activities:

Agency personnel - 5
Project personnel - 15
Peer tutors - 15
Postsecondary faculty - 5

Undergraduate/graduate students - 5

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Not able to answer at present

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Postsecondary outcomes, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Commercially Available Instruments Used by Projects:

Perceived Quality of Life Scale

Locally/Project-Developed Instruments:

At Risk Factor, Class Aide Report; Group Leader & Group Report; Group Leader Report on Individual Members

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, Local Member Health Agencies

GRANT NUMBER : H078C00015

PROJECT TITLE:
Project BRIDGE

INSTITUTE #: 252

PROJECT DIRECTOR:
Arlene Parisot

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Patricia Hays

PROJECT START DATE: 10/01/90
PROJECT END DATE: 09/30/93

CONTACT PERSON: Arlene Parisot

MAILING ADDRESS:
Great Falls Vocational-Technical Center
2100 16th Avenue South
Great Falls, MT 59405

PRIMARY GRANTEE:
Community/Junior/Technical College

TELEPHONE #: 406-771-7140

GEOGRAPHIC AREA SERVED:
Region within a state

SPECIAL NET USER ID: OY68693

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop and implement four model components to assist youth and adults in making transitions into postsecondary educational training opportunities.

TARGET: Approximately 100 students per year gathered from across disability areas, gender, race, age, culture and economic groups. About 20 secondary resource educators, 30 post-secondary educators, and 17 guidance counselors will also be assisted in developing individualized transition plans and improving other areas of service to students.

APPROACH: A coordinated model will be developed to locate and advise disabled youths and adults to facilitate successful transitions. A comprehensive vocational assessment model will be developed to enhance ability of secondary educators, guidance counselors, and rehabilitation personnel to establish individualized transition plans. An inservice model will be developed for secondary resource educators, guidance counsellors, and post-secondary educators to increase knowledge, skills, and competencies in delivery of transition services. A comprehensive model of supportive service in post-secondary vocational education will be evaluated and refined. A model of placement services for those who have completed post-secondary programs to secure and maintain competitive employment will be developed.

OUTCOMES: Results and narrative monographs will be submitted for dissemination through national, local and state professional conferences and vocational journals. The project will also be disseminated to the state's other four vocational-technical centers, three public community colleges, and seven tribal community colleges as well as six institutes of higher education.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 250

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	5	15-30
Chronic Mental Illness	20	28-45
Deaf/Blindness	24	15-35
Epilepsy	10	15-45
Health Impairment	10	24-50
Hearing Impairment	5	15-50
Learning Disability	65	15-50
Mild Mental Retardation	35	15-21
Speech Impairment	5	15-30
Spinal Cord Injury	4	25-35
Brain Injury	3	25-35
Visual Impairment	3	15-50
Physical Disability	30	26-50

Professionals/parents receiving services (training) through project activities:

Teachers - 20

Postsecondary faculty - 30

Project BRIDGE - 17

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Progress in educational program, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects:

MESA, Student Adjustment Inventory, MESA, DISCOVER, Self Directed Search, MESA, Myers-Briggs, TABE, ABLE

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	06/01/91
Journal articles	01/01/95
Replication manual	01/01/95
Transition Manual	06/01/92

GRANT NUMBER : H078C00024

PROJECT TITLE:
Choctaw Handicapped Adult Career Project

INSTITUTE #: 253

PROJECT DIRECTOR:
Mary Lundy Meruvia

COMPETITION #: 84.078C

PROJECT COORDINATOR:
Mary Lundy Meruvia

PROJECT START DATE: 07/01/90
PROJECT END DATE: 06/30/93

CONTACT PERSON: J. Lindsey/M. Lundy Meruvia

MAILING ADDRESS:
Choctaw Vocational
Rehabilitation Program
Attention: Mary Lundy Meruvia
Choctaw Branch - P. O. Box 6010
Philadelphia, MS 39350

PRIMARY GRANTEE:
Tribal Vocational Rehab. Prog.

TELEPHONE #: 601-656-5251

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To operate a model demonstration project in postsecondary transition services for disabled Indians once enrolled in secondary special education programs.

TARGET: Choctaw Indians with disabilities who are ready for job placement, their job coaches, teachers and service providers.

APPROACH: The project will formulate a reservation-wide Transition Process Team, which will prescribe the format of the Individual Education Transition Plans and will designate members of the Individualized Transition Teams. Clients will find permanent job placements through a systematic services system in 2 components: community-based job and survival skills training, focused in the tribal enterprises and government, and postsecondary coursework designed to enhance the chances for employment.

OUTCOMES: The project will provide, for the first time, information on, and model application of, postsecondary transition services on federally-recognized Indian reservation.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 10

Estimated number of youths and/or adults with handicapping conditions

receiving direct services over entire funding period: 25

Handicapping Condition	No. Served	Age Range
Developmental Disability	1	20-25
Health Impairment	1	21
Learning Disability	6	18-25
Mild Mental Retardation	4	20-25
Multiple Handicap	1	20-25

Professionals/parents receiving services (training) through project activities:

Agency personnel - 17
Teachers - 1
Postsecondary faculty - 1
Undergraduate/graduate students - 1
Peer tutors - 2
Project personnel - 3

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

WISC-R; WAIS-R, VALPAR, Vineland Adaptive Behavior Scale, Vineland Adaptive Bahavior Scale, WRIOT - Self Directed Search, Vineland Adaptive Bahavior Scale, VALPAR, WRAT-R, Project-Developed Behavior Recording Forms

Locally/Project-Developed Instruments:

Behavior Observation Form, Pre-employability Readiness Checklist, Standard Intake Interview Form for Vocational Rehabilitation, General Medical Examination Report Form/Sample Job Application Form Sample Job Production Cards/Sample Time Card/Staff Telephone Logs

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	07/01/92
Student handbook	Not Indicated
Project-developed instruments	04/01/92
Videotape	Not Indicated
Curricula	05/01/92

GRANT NUMBER : H078C00020

PROJECT TITLE:
Computer Programmer Training

PROJECT DIRECTOR:
Dr. Mary Ann Grams

MAILING ADDRESS:
C/O CIS Department
San Antonio College
1300 San Pedro
San Antonio, TX 78212

TELEPHONE #: 512-733-2859

INSTITUTE #: 254

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/90
PROJECT END DATE: 06/30/93

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To recruit, select, train and place into competitive positions in business and industry, persons with severe physical disabilities as qualified business-applications computer programmers and trained automated office personnel.

TARGET: A total of 90 adults with severe physical disabilities will be accepted for participation over the project's three years, with provisions made for equal access by minorities and women.

APPROACH: Following program design, a recruitment process will be initiated to process some 130 applications for participation. Course offerings in the field will be modified to provide special technical assistance and techniques for the physically disabled. At least 80 participants will be trained in computer programming to levels sufficient for entry-level positions. A comprehensive system of support services including independent living skills, personal counseling, and job counseling will be developed and implemented. A student internship program will place students in a corporate environment upon completion of training. A plan of periodic evaluation will be implemented to establish and maintain student/graduate records for tracking of weaknesses and program maintenance, with clearly defined intervention and assistance techniques available as appropriate.

OUTCOMES: All curriculum materials will be available for dissemination, and a descriptive monograph will be made available to interested parties. Workshops will be held to demonstrate program techniques for educators from other universities and colleges serving people with disabilities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 14

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 18

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	2	23-24
Health Impairment	6	20-40
Hearing Impairment	1	44
Spinal Cord Injury	1	43
Physical Disability	4	20-40

Professionals/parents receiving services (training) through project activities:

Agency personnel - 14	Business/industry - 14
Peer tutors - 14	Teachers - 14
Project personnel - 14	

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, Minnesota Multiphasic Personality Inventory (MMRI), WRAT-R

Locally/Project-Developed Instruments:
Computer Programmer Training Project Application Form

Personnel Involved in Evaluation: Project director, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Advisory Board, State Agency, Texas Rehab. Comm.

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Student handbook	Not Indicated
Curricula	Not Indicated

GRANT NUMBER : H078C00040

PROJECT TITLE:
Assistive Technology on Campus:
Postsecondary Demonstration Project

INSTITUTE #: 255

PROJECT DIRECTOR:
James Lenker

COMPETITION #: 84.078C

PROJECT START DATE: 07/01/90
PROJECT END DATE: 06/30/93

CONTACT PERSON: James Lenker

MAILING ADDRESS:
Department of Occupational Therapy
515 Kimball Tower
SUNY at Buffalo
Buffalo, NY 14214

PRIMARY GRANTEE:
University or Four-Year College

TELEPHONE #: 716-829-3141

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: Successful placement in long-term, mainstream career positions for persons with sensory, physical, or learning disabilities.

TARGET: Handicapped persons in postsecondary situations who can benefit from computer training, their teachers and service providers.

APPROACH: Assistive device evaluation and selection for students with disabilities will be provided, public computer center sites will be made accessible, and a community resources access group will be created. Faculty will receive orientation to access issues and assistive technology, career advice and job placement assistance including worksite accommodation will be provided.

OUTCOMES: Students with disabilities will more fully participate in higher education in an integrated environment and contribute to the workforce.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	2	19-23

Deaf/Blindness	1	24
Physical Disability	2	21-36

Professionals/parents receiving services (training) through project activities:
Postsecondary faculty - 250
Undergraduate/graduate students - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Degree of collaboration between project and employers, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Project impact on providers

Instrumentation:

Locally/Project-Developed Instruments:
ATDC Assessment of Students in Need of Computer Accessibility Includes Demographics, Education, Mobility, ATOC Needs
Assessment to Determine Specific Hardware, Software, and Adaptive Devices Needed

Personnel Involved in Evaluation: Project director, Project staff, Third-party evaluator, Project Staff computer access specialist

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, VESID, CBVA

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/01/91
Training manual	06/01/91
Project-developed instruments	12/01/90
Videotape	06/01/91
Journal articles	12/01/91

GRANT NUMBER : H078C00004

PROJECT TITLE:
Supported Learning Project

PROJECT DIRECTOR:
Karen S. Danley

PROJECT COORDINATOR:
Jo Anne Sharac

CONTACT PERSON: Karen Danley

MAILING ADDRESS:
Boston University Center for
Psychiatric Rehabilitation
730 Commonwealth Avenue
Boston, MA 02215

TELEPHONE #: 617-353-3549

INSTITUTE #: 256

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/90
PROJECT END DATE: 08/30/93

PRIMARY GRANTEE:
Community/Junior/Technical College

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To develop, implement, evaluate, and disseminate a community-based supported-education demonstration activity.

TARGET: Young adults currently involved with psychosocial support services or co-op education services with severe psychiatric disabilities or severe emotional disturbance.

APPROACH: Strategies will be developed for identifying and recruiting to the program persons with severe psychiatric disabilities. Replicable strategies will be developed and implemented for coordination, facilitation and provision of appropriate educational experiences for adults with severe psychiatric disabilities who want additional training after high school to secure and maintain competitive employment. The innovative supported education program will be refined by developing policies and procedures based on participants' needs for services both relevant and non-stigmatizing. The supported education model will be implemented by putting the program into effect at a two-year community college with both academic and vocational training programs.

OUTCOMES: Information and results from the model program will be disseminated to postsecondary training and education facilities, vocational rehabilitation facilities, state departments of mental health, rehabilitation facilities, psychosocial clubhouses, and mental health agencies nationwide.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 150

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 33

Handicapping Condition	No. Served	Age Range
Chronic Mental Illness	74	18-50's
Multiple Handicap	18	18-50's

Professionals/parents receiving services (training) through project activities:

Agency personnel - 25　　Peer tutors - 7
Project personnel - 1
Consumers of mental health services - 35

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Goal-free, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Participant suggestions for additions

On Postsecondary Education: Amount of direct service to providers, Project impact on providers

Instrumentation:

Locally/Project-Developed Instruments:
Eight Educational Skills, Intake interview; End-of-the-year evaluation interview, Educational Skills Inventory, Educational Skills Inventory, Activity Notes

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Student participants, Consultant

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Journal articles, conference presentations, presentations to local human service agencies

Audience: Consumers, OSERS, State Agency, DMH, Board of Trustees, Quinsigamond College, Mass. Rehab. Commission, Self-help groups, e.g., MDDA, Alliance for Mentally Ill, Worcester County Consumer Enpowerment Committee, College Disabled Students Services

PROJECT PRODUCTS:

Product	Date Available
Brochure	12/01/91

Student handbook	01/01/93
Project-developed instruments	12/02/91
Curricula	06/01/91
Journal articles	06/01/91

GRANT NUMBER : H078C00041

PROJECT TITLE:
The Learn and Earn Program

PROJECT DIRECTOR:
Craig Michaels

PROJECT COORDINATOR:
Craig Michaels

CONTACT PERSON: Craig Michaels

MAILING ADDRESS:
National Center for Disability Services
201 I. U. Willets Road
Albertson, NY 11507

TELEPHONE #: 516-747-5400

INSTITUTE #: 257

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/90
PROJECT END DATE: 08/30/93

PRIMARY GRANTEE:
Private Nonprofit Agency

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop, test and disseminate a model for providing a combination of educational and vocational services to individuals with learning disabilities.

TARGET: Students with learning disabilities who wish to receive further vocational and career training, their teachers and service providers.

APPROACH: The two semester community college program will coordinate activities within two major components: 1) a basic academic skill component addressing reading and writing in a vocational context in preparation for work; and 2) a pre-vocational skill development component addressing clarification of vocational goals, social skill development, and job seeking-and-keeping skills. Peer tutors and individual counseling will foster academic success.

OUTCOMES: Dissemination efforts will target high school educators, rehabilitation professionals, disabled college student service providers, and business and industry. A project manual will be developed to assist other community colleges and agencies in replicating the Learn and Earn program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 40

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 27

Handicapping Condition	No. Served	Age Range
Learning Disability	27	18-22

Professionals/parents receiving services (training) through project activities:

Parents - 30
Teachers - 2
Postsecondary faculty - 10
Peer tutors - 2
Project personnel - 2

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Goal-free, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes

On Employers: Amount of direct service to employer

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers

Instrumentation:

Commercially Available Instruments Used by Projects: Woodcock Johnson -- Revised, Purdue Pegboard Crawford, Telephone Assembly Purdue, Woodcock Johnson -- Revised, Work, Personality Profile, Work Personality Profile, Career Assessment Inventory, Work Personality Profile, Purdue, Woodcock Johnson--Revised, Learning Style Inventory

Personnel Involved in Evaluation: Project director, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Advisory Board, State Agency, VR, LDA, AHSSPE, HEATH

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Slide presentation	Not Indicated
Curricula	07/01/91
Journal articles	01/01/92

GRANT NUMBER : H078C10039

PROJECT TITLE:
Career Connections for University
Students with Disabilities

INSTITUTE #: 291

PROJECT DIRECTOR:
Elizabeth Aune

COMPETITION #: 84.078C

PROJECT START DATE: 08/16/91
PROJECT END DATE: 08/15/94

MAILING ADDRESS:
University of Minnesota/Minneapolis
Office for Students With Disabilities
16 Johnston Hall
101 Pleasant Street
Minneapolis, MN 55455

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 612-624-6884

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop, test, evaluate, and disseminate a model comprehensive, cooperative program for effective placement and job retention of postsecondary students with disabilities.

TARGET: University students with disabilities (preference given to juniors and seniors).

APPROACH: The major program components are: (1) disabilities seminars offered to 250-300 professionals, follow-up sessions and development of a training manual; (2) forums, career fairs, and Projects with Industry sessions for students; (3) interagency agreements between the Office for Students with Disabilities (OSD), Division of Rehabilitation Services, career planning/placement offices, student employment, internship programs, and business groups; (4) career experiences for 75-90 students leading to eventual placement, based on career assessment and counseling; and (5) consolation and technical assistance provided to those working with project participants. A staff position will be developed within OSD to continue to coordinate these efforts after the grant ends.

OUTCOMES: Each year of the grant period, 25-30 students will take part in the project activities. A training manual will be developed for yearly new staff orientations and for additional companies and business groups. A job accommodations manual will be developed and disseminated. An annotated bibliography will be submitted annually to Educational Resources Information Center (ERIC).

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 300

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 125

Handicapping Condition	No. Served	Age Range
Blindness	8	21-45
Chronic Mental Illness	20	21-45
Deafness	1	21-45
Hearing Impairment	2	21-45
Learning Disability	30	21-45
Traumatic Head Injury	8	21-45
Physical Disability	27	21-45
Visual Impairment	11	21-45

Professionals/parents receiving services (training) through project activities:

Personnel - 1065

Service delivery system - 40

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers, Changes in knowledge and attitudes

Instrumentation:

Commercially Available Instruments Used by Projects:

Strong Interest Inventory, Career Development Inventory; Career Decision Scale; Coopersmith Self-Esteem Inventory

Locally/Project-Developed Instruments:

Student satisfaction scale; Faculty/staff satisfaction scale; Employer satisfaction scale; Mentor satisfaction scale, student interview(evaluation tools); Faculty/staff interview, student survey(pre-post-tools); Workshop participant survey;

Employer survey, student application form; student follow-up form; student program plan

Personnel Involved in Evaluation: Project director, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, Advisory Board, Office of the vice president for student affaire, U. of MN.

PROJECT PRODUCTS:

Product	Date Available
Brochure	03/30/92
Newsletter	05/30/92
Training manual	09/30/92
Videotape	05/30/93
Journal articles	08/30/92
Annotated bibliography	06/30/92

GRANT NUMBER : H078C10029

PROJECT TITLE:
State-Federal Partnership in Developing Career Placement Opportunities in Six Major Government Installations for Students with Extensive Multiple Disabilities in a Public University

INSTITUTE #: 292

PROJECT DIRECTOR:
Jeffrey A. Vernooy

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

MAILING ADDRESS:
Wright State University
Handicapped Student Services
Dayton, OH 45435

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 513-873-2140

GEOGRAPHIC AREA SERVED:
Urban (50,000 - 100,000)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To design and implement a comprehensive system of career planning, placement services, and employment-related skills training for culturally diverse students with extensive and multiple disabilities.

TARGET; Wright State University (Dayton, Ohio) students (N=75) from multicultural backgrounds who have extensive and multiple disabilities.

APPROACH: This project will establish a partnership with six major U.S.Government agencies to address the problem of transition to work for college students with extensive and multiple disabilities. It will provide career planning services, assist students to develop appropriate work-related personal and social skills, assess and train participants in the use of adaptive technological equipment, and place participants in summer volunteer internships and full-time cooperative education jobs. The project will also provide training for employment site management and supervisory staff in the recruitment, hiring, and supervision of persons with disabilities from multicultural backgrounds.

OUTCOMES: Expected outcomes include: a multi-faceted nontraditional career planning process; an employment-related personal effectiveness and social skill development program; techniques for training project participants to be probative in assisting supervisors and co-workers; training programs for employment site supervisors. It is hoped that these programs will prove to be so successful that they will continue after federal funding ceases.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 22

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 22

Handicapping Condition	No. Served	Age Range
Blindness	4	
Hearing Impairment	1	
Learning Disability	8	
Multiple Handicap	1	
Cerebral Palsy	4	
Spina Bifida	2	
Spinal Cord Injury	2	

Professionals/parents receiving services (training) through project activities:

Personnel - 40

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Connoisseurship

Instrumentation:

Commercially Available Instruments Used by Projects:
Vocational Preference Inventory, Hogan Personality Inventory

Locally/Project-Developed Instruments:
Student Expectations/Employer Expectations, Supervisor/Peer Assessments/project activity questionnaire
Participant/Employer

Personnel Involved in Evaluation: Project director, Project coordinator, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet
Audience: Consumers, OSERS, Transition Institute, State Agency, Vocational Rehab

PROJECT PRODUCTS:

Product	Date Available
Brochure	07/30/94
Project-developed instruments	07/30/94
Videotape	07/30/94
Journal articles	07/30/94
Replication manual	07/30/94

GRANT NUMBER : H078C99991

PROJECT TITLE:
Student Empowerment and Employment

INSTITUTE #: 293

PROJECT DIRECTOR:
Susan Queller

COMPETITION #: 84.078C

PROJECT START DATE: 08/14/91
PROJECT END DATE: 08/13/94

MAILING ADDRESS:
University of Arkansas
Disability Support Services
Student Union-A Room 109
2801 S. University Ave.
Little Rock, AR 72204

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 501-569-3143

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: S.E.E. is a program that helps students with disabilities develop the skills(including self-advocacy) and knowledge they need to become successfully and professionally employed upon graduation; and that helps employers meet their personal needs.

TARGET: students at the university who have any kind of disability (total 277 students registered w/Disability Support Services Office).

APPROACH:
--In service or group presentation
--Individual counseling
--Use of advisory council/committees
--Development of curricula and training materials
--Skills training (pre-employment and self-advocacy), mentorship, employer warranty, internship/job placement, follow-up

OUTCOMES:
--Faculty training curriculum
--Faculty handbook
--Program Brochure
--Employer Brochure
--Job placements/Follow-up data
--Self-advocacy skills training curriculum
--Resumes, interview skills development
--Training for career-planning services counselors

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 27

Handicapping Condition	No. Served	Age Range
Multiple Handicap	27	17+

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 50
Personnel - 50

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Decision making, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

"Strong-Campbell Interest"; "Discover", Academic Performance, Results of ACT, Other standardized tests

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Principal investigator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Rehab. Services

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/92
Curricula	08/30/92
Faculty handbook	08/30/92

GRANT NUMBER : H078C10043

PROJECT TITLE:
Postsecondary Education Programs for
Persons With Disabilities--A Plan for
an Urban Commuter Institution

INSTITUTE #: 294

PROJECT DIRECTOR:
Victoria Amey-Flipin

COMPETITION #: 84.078C

PROJECT START DATE: 11/01/91
PROJECT END DATE: 10/31/94

MAILING ADDRESS:
NE Illinois University/Chicago
5500 North ST. Louis Avenue
Chicago, IL 60625

PRIMARY GRANTEE:
State Education Agency

TELEPHONE #: 312-583-4050

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To plan, implement, and disseminate a model program for use by urban commuter universities that will facilitate the career placement opportunities of college students with disabilities.

TARGET: Approximately 100 students with disabilities at Northeastern Illinois University.

APPROACH: The project will increase the vocational empowerment of students with disabilities by providing coursework, counseling, and a mentoring program designed to promote career awareness, personal confidence, decision-making capabilities, job-seeking skills, and knowledge of services and legal issues related to disability. The project will establish a network of university- and community-based work experience sites and internships, and will provide placement opportunities for students upon graduation. To raise awareness of the needs of adults with disabilities, the project will provide inservice training and technical assistance to university faculty and staff and to community employers.

OUTCOMES: Approximately 100 students with disabilities will benefit from project services. Training for new university faculty and staff will be continued by the Project Trainer/Consultant as part of her university service. A trainer's handbook for university personnel will be developed and distributed to key personnel at urban universities.

PROJECT PARTICIPANTS:

Handicapping Condition	No. Served	Age Range

Blindness	11	N/A
Deafness	11	N/A
Learning Disability	26	N/A
Spinal Cord Injury	3	N/A
Traumatic Head Injury	2	N/A
Articulation Disorder	1	N/A

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

Career Decision-Making System Life Values and Job Values, What is Self-Esteem?

Locally/Project-Developed Instruments:

Employer Feedback Scale; Employers Part-time/full-time, Needs Assessment(H.E.L.P. Office) Incoming Students, Career Decision Making System; Life Values and Job Values; What is Self-Esteem? Class Participants, Employer Contact Form; Employment Counselor In-House

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	08/30/92
Training manual	12/30/93
Videotape	09/30/92

GRANT NUMBER : H078C10014

PROJECT TITLE:
Technical College Consortium Project
for Enhancing The Career Development
of Students with Disabilities

INSTITUTE #: 295

PROJECT DIRECTOR:
Earl Brunberg

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 10/01/94

MAILING ADDRESS:
Northeast Metro Community College
3300 Century Avenue North
White Bear Lake, MN 55110

PRIMARY GRANTEE:
Community or Two-Year Colleg

TELEPHONE #: 612-779-5751

GEOGRAPHIC AREA SERVED:
Suburban (10,000 - 50,000)

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To enhance participating institutions' abilities to identify, assess, and monitor students with disabilities in order to effectively and efficiently provide occupationally specific instruction, job seeking and career development instruction, career placement opportunities, and follow-up services.

TARGET: Students with disabilities in Northeast Metro Technical College and Pine Technical College (Minnesota), one a college in a metropolitan environment and the other a rural small college.

APPROACH: Project activities include: efforts to develop cooperative relationships between career placement programs, agencies, advocacy groups, and current and prospective employers; assuring that participants have individualized training education programs; providing college staff within structional accommodations that correspond to the nature and needs of their students; providing student access to job counselors and placement specialists; providing specific referral information to appropriate agency personnel when students are ready for employment; interacting with agencies and programs to enhance student placement efforts; creating a special advisory council; collecting student follow-up and follow-along data; developing and implementing inservice training and an orientation program for faculty, staff, employers, placement personnel, and other key staff and community members; and evaluating the effectiveness/efficiency of project activities.

OUTCOMES: The project will have a direct impact on 120 faculty and 1800 students at Metro College and 28 faculty and 550 students at Pine.

Information on students' success and accomplishments will be disseminated through formal and informal networks. An increased number of employers will employ program graduates and other persons with disabilities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 150

Handicapping Condition	No. Served	Age Range
Autism	5	18-25
Deafness	20	18-25
Developmental Disability	30	18-30
Learning Disability	25	18-50
Mental Retardation	20	18-30
Cerebral Palsy	5	18-30
Physical Disability	20	18-40
Several Disabilities	125	18-50

Professionals/parents receiving services (training) through project activities:

Personnel - 175

Service delivery system - 7

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with inservices/outcomes obtained

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:

TABE

Personnel Involved in Evaluation: Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Transition Institute, Advisory Board, State Agency

PROJECT PRODUCTS:

Product	Date Available
Training manual	07/30/94
Project-developed instruments	Not Indicated
Curricula	07/30/94
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H078C10032

PROJECT TITLE:
Community College Success Project for
Young Adults with Mild Disabilities

INSTITUTE #: 296

PROJECT DIRECTOR:
John Emerson

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

MAILING ADDRESS:
Washington Research Institute
180 Nickerson Suite 103
Seattle, WA 98109

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

TELEPHONE #: 206-285-9317

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To enhance the capacity of community-college career placement offices successfully to provide vocational education and employment opportunities for students with learning and other mild disabilities.
TARGET: Students with learning and other mild disabilities at the three Seattle Community College campuses.
APPROACH: The project utilizes a variety of approaches including: training and technical assistance for community college faculty and staff, community employers and other agency personnel; involving employers in campus and community-based career opportunities; developing interagency agreements to integrate funding and services; and developing a four-tiered open-entry/open-exit community college program that will provide community college vocational training, career exploration, on-the-job training, and supported job placements.
OUTCOMES: At the end of the 3-year project, the program will be self-sufficient and will operate at all three of the Seattle Community College campuses. A procedural model will be available for other communities and states wishing to replicate the model.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 180

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 75

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	4	18-21
Dropouts	10	18-21
Economically Disadvantaged	40	18-21
Hearing Impairment	1	18-21
Learning Disability	64	18-21
Mental Retardation	3	18-21
Cerebral Palsy	1	18-21
Epilepsy	1	18-21
Visual Impairment	1	18-21

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 75

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

MESA, MESA,PIC, U.S.DEPT OF LABOR, WRAT, ASSET, Satisfaction scales(Program developed)

Locally/Project-Developed Instruments:

Work experience/DJT evaluation, employer evaluation/satisfaction; student/parent evaluation/satisfaction, intake interview, referral forms; progress reports; student action plans

Personnel Involved in Evaluation: Project director, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Transition Institute, State Agency, Superintendent of Public Instruction, Seattle School District Administrator

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/01/92
Curricula	09/01/92
Journal articles	Not Indicated
Replication manual	06/01/94

GRANT NUMBER : H078C10042

PROJECT TITLE:
Project Career

INSTITUTE #: 297

PROJECT DIRECTOR:
Kay Schriner, Ph.D.

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
Dept. of Rehabilitation
Education & Research
346 North West Avenue
Fayetteville, AR 72701

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 501-575-3656

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To assist the university of Arkansas make systemic changes necessary to serve students with disabilities in its mainstream career planning and placement program.

TARGET: Students with disabilities at the University of Arkansas.

APPROACH: Technical assistance; demonstration of direct services within context of regular service delivery entity; faculty and staff training.

OUTCOMES: Over three-year period: (1) serve 50 students with disabilities; (2) ensure continuation of programmatic efforts through system change; (3) develop and dissemination program and curriculum materials.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with Handicapping Conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	1	18+
Blindness	1	18+
Learning Disability	3	18+
Multiple Handicap	1	18+
Spinal Cord Injury	1	18+
Epilepsy	2	18+
Physical Disability	1	18+
Visual Impairment	2	18+

Professionals/parents receiving services (training) through project activities:

Personnel - 108

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Progress in educational program, Prior work experience, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects: Strong Campbell Interest Inventory, SIGI, Career Decision Scale, Career Maturity Inventory

Locally/Project-Developed Instruments: Self-Advocacy Checklist

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Project Co-Director

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, University

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/30/92
Curricula	10/30/93
Journal articles	10/30/93
Replication manual	10/30/93

GRANT NUMBER : H078C10011

PROJECT TITLE:
Enhancing Career Placement Services for
Students with Disabilities in
Community and Technical Colleges

INSTITUTE #: 298

PROJECT DIRECTOR:
L. Allen Phelps

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
University of Wisconsin/Madison
Vocational Studies Center
964 Educational Science Building
1025 W. Johnson Street
Madison, WI 53706

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 608-263-4367

GEOGRAPHIC AREA SERVED:
Urban (50,000 - 100,000)

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To expand and improve career-placement services for students with disabilities in community and technical colleges.

TARGET: Postsecondary students with disabilities and the career-placement services in community and technical colleges.

APPROACH: The overall approach centers on building collaboration between disabled student services personnel, career-placement personnel, technical/community college faculty, and representatives of business and industry. It is expected that some or all of the following practices will be developed or documented: identification of mentoring teams comprised of professionals, with and without disabilities, in business and industry; innovative internship programs in both traditional and nontraditional technical fields (for students with disabilities and especially disadvantaged women); joint agreements describing how career-related services are to be provided through various offices, instructional divisions, and related agencies; effective faculty inservice strategies; joint placement services with Vocational Rehabilitation and Job Training Partnership Act resources; and enhancing students' self-advocacy capabilities in employment settings.

OUTCOMES: A series of publications and articles will be developed for use by practitioners interested in improving career placement services. Up to 150 community and technical colleges will have an opportunity to receive intensive training and technical assistance aimed at expanding effective career placement services practices.

PROJECT PARTICIPANTS:

Professionals/parents receiving services (training) through project activities:
Child/individual with special needs - 57
Personnel - 170
Service delivery system - 125

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:
On Students/Clients: Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained
On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, DUR, Special Education

PROJECT PRODUCTS:

Product	Date Available
Newsletter	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H078C10031

PROJECT TITLE:
Career Placement for Learning Disabled Students at Fashion Institute of Technology

INSTITUTE #: 299

PROJECT DIRECTOR:
Gail Ballard

COMPETITION #: 84.078C

PROJECT START DATE: 08/01/91
PROJECT END DATE: 08/01/94

MAILING ADDRESS:
Fashion Institute of Technology
Student Affairs and Placement
Seventh Avenue At 27th Street
New York, NY 10001

PRIMARY GRANTEE:
Community or Two-Year College

TELEPHONE #: 212-760-7994

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To improve the capacity of the college career counseling staff to transition students with learning disabilities from success in college to successful entry into professional careers, and to educate industry about the nature and needs of this population.

TARGET: Career Counseling and Placement faculty and faculty responsible for career advisement in each major college department and the students who will benefit from improved service.

APPROACH: Learning disabilities specialists will hold workshops for the faculty responsible for career counseling. These faculty members will learn about the nature of learning disabilities and be trained to make the necessary connection between these insights and their knowledge about industry-specific career options. Accommodations necessary to serve the students with learning disabilities will be determined and put in place. Workshops for students will provide job interviewing and resume writing skills. A computerized career guidance system will provide students with information on career path options. To enhance industry's knowledge about this population, a workshop will be conducted for industry representatives who regularly interact with the college. Through an agreement with the Educational Foundation for the Fashion Industries, the Placement Department and learning disabilities specialists will provide information and guidance to meet industry's concerns and answer their questions. Also, the Placement Department will hold a series of pre-employment meetings with employers, trade associations, and college alumni/ae who are in key industry positions.

OUTCOMES: As a result of the inservice training and service delivery model, the placement officers will be able to counsel students with learning disabilities to the specific career paths that best fit their professional strengths and consider their disabilities. Industry will have enhanced knowledge about this population and their employability. The college's placement record will keep pace with the enrollment of students with learning disabilities.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 2,000

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 35

Handicapping Condition	No. Served	Age Range
Learning Disability	35	18+

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 35
Personnel - 155

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:

GURU-A computerized career guidance system customized for fashion- related careers.

Locally/Project-Developed Instruments:

Conference evaluation rating scale, LD application form/teacher interview

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Executive summary
Audience: OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Newsletter	06/30/92
Project-developed instruments	06/30/92

GRANT NUMBER : H078C10024

PROJECT TITLE:
Services for Students with Disabilities
in Community Colleges

INSTITUTE #: 300

PROJECT DIRECTOR:
Lynn Barnett

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
American Association of
Community and Junior Colleges
1 Dupont Circle Suite 410
Washington, DC 20036

PRIMARY GRANTEE:
Association, Professional Organization

TELEPHONE #: 202-728-0200

GEOGRAPHIC AREA SERVED:
National

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To revise and update an existing directory of services for students with disabilities at community, technical, and junior colleges; and to develop a monograph of existing exemplary programs.

TARGET: Students with disabilities in community, technical, and junior colleges in the United States.

APPROACH: The American Association of Community and Junior Colleges (AACJC) will update and revise a directory that was developed in 1988 and is now outdated. The directory is a compilation of existing programs and services for students with disabilities in community, technical, and community colleges. The project will also prepare a models survey instrument to generate model program descriptions covering all programs and resource Types conducted for persons with disabilities in U.S. community colleges.

OUTCOMES: The directory will be distributed to all technical, community, and junior colleges. Exceptional models in each resource/program area will be shaped into a consistent format and published in a monograph which will be distributed nationally to community colleges, federal and state agencies working with persons with disabilities, congressional offices, and associations with special interest in these programs.

PROJECT PARTICIPANTS:

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Professional review

Type of Data/Information Being Collected:
On Students/Clients: Postsecondary outcomes, Numbers and categories of students
On Postsecondary Education: Characteristics/demographics

Personnel Involved in Evaluation: Project director

Type of Evaluation Reporting and Audience:
Type: Directory
Audience: Consumers

PROJECT PRODUCTS:

Product	Date Available
Directory	09/30/92
Monograph	09/30/93

GRANT NUMBER : H078C10016

PROJECT TITLE:
"Work Ability"

INSTITUTE #: 301

PROJECT DIRECTOR:
Joanie Friend

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
Metropolitan Community College
3201 SW Trafficway
Kansas City, MO 64111

PRIMARY GRANTEE:
Community or Two-Year College

TELEPHONE #: 816-932-7632

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To facilitate increased cooperative efforts between the special needs counselors, placement offices, community service providers, and employers in the Kansas City metropolitan area to increase job placement for students with disabilities.

TARGET: Students with disabilities (100 per project year) in the participating colleges in the Kansas City metropolitan area.

APPROACH: For each individual, an individualized skills profile will be developed, and a career development plan will be established. Placement services will be provided. Student inservice training, such as internships, will be provided to employers upon request. Faculty/staff inservice training will be conducted, and worksite supervisor training will be provided to all participating employers prior to student internships. Peer counselors and mentors will be trained.

OUTCOMES: Of the projected 400 program participants, 75% will be matched and placed in full-time career-related employment. Dissemination plans include panel presentations by participating students in the metropolitan Kansas City area.

PROJECT PARTICIPANTS:

Handicapping Condition	No. Served	Age Range
Multiple Handicap	100	18+

PROJECT EVALUATION PLAN:
Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
ACT-ASSET Test, VALPAR, Strong Campbell, Career Ass. Inventory, CAPs,COPs,COPES,SIGI, Discover, Choices, Myers Briggs Personality Inventory

Locally/Project-Developed Instruments:
JIST, Career Development Planning file with assessment checklists

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Transition Institute, Advisory Board, State Agency, Vocational Rehabilitation

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/30/92
Videotape	08/30/92
Journal articles	07/30/93
Inservice Training materials	10/30/92
Faculty handbook	08/30/92

GRANT NUMBER : H078C10015

PROJECT TITLE:
EWU Career Placement Opportunities for
Students with Desabilities

INSTITUTE #: 302

PROJECT DIRECTOR:
Steve Neumiller

COMPETITION #: 84.078C

PROJECT START DATE: 08/15/91
PROJECT END DATE: 08/14/94

MAILING ADDRESS:
Eastern Washington University
Grants Administration-MS10
Eastern Washington University
Cheney, WA 99004

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 509-359-6567

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: The purpose of this grant is to (1) increase the work experience opportunities for students with disabilities, (2) increase the number of students with disabilities obtaining full time employment in their major field of study at a rate of pay comparable to students without disabilities, and (3) develop and implement inservice awareness activities for faculty and staff.

TARGET: Students with disabilities.

OUTCOMES: During FY 91-92, (1) placement of, and payment to, six students with disabilities in work experience within their major field of study, (2) agreement with 14 area businesses, social service agencies, and educational institutions to work with university and project staff in placing students with disabilities, (3) developed and presented disability awareness workshop to 12 academic departments on campus.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 600

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 30

Handicapping Condition	No. Served	Age Range
Blindness	10	18+

Deafness	10	18+
Hearing Impairment	30	18+
Learning Disability	50	18+
Cerebral Palsy	12	18+
Physical Disability	20	18+
Cleft Palate	1	
Visual Impairment	25	18+

Professionals/parents receiving services (training) through project activities:
Personnel - 430

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
SIGI-Computer Software Program

Locally/Project-Developed Instruments:
Project-developed employer satisfaction scale/student scale, Project-developed intake interview

Personnel Involved in Evaluation: Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Training manual	09/30/92
Project-developed instruments	Not Indicated
Videotape	09/30/92
Curricula	01/30/93

GRANT NUMBER : H078C10012

PROJECT TITLE:
Project COED: Career Opportunities Through Education for Persons with Disabilities

INSTITUTE #: 303

PROJECT DIRECTOR:
Carole Shafner

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
ARC
2114 Anson Road
Dallas, TX 75235

PRIMARY GRANTEE:
Consumer/Advocacy Organization

TELEPHONE #: 214-634-9810

GEOGRAPHIC AREA SERVED:
County

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To train persons with mental retardation who have not been trained in job skills through agencies or the public school system.

TARGET: Adults with disabilities who have "fallen through the cracks between agencies" and/or not trained in job skills through the public school special education systems; also those persons currently enrolled in a sheltered workshop or who need training and retraining.

APPROACH: Career education will be conducted through the creation of three different career tracks to be incorporated in the continuing education divisions of three Dallas-Fort Worth (Texas) community colleges with whom the Association for Retarded Citizens (ARC) of Dallas has established partnerships. The identified career tracks are: food services, office skills, and housekeeping/laundry skills. For each career track a curriculum will be developed to assist the instructor who will be selected by the project director. Each career track course will meet six hours each week for one semester at the community colleges. Upon completion of the coursework, students will be placed in an eight-week internship. To facilitate attendance bus mobility training will be implemented on the basis of individual need.

OUTCOMES: A total of 60 students who receive instruction during the three-year period of the program will achieve increased levels of financial independence and gain job skills. A project manual will be developed.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions

impacted by direct services over entire funding period: 60

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Mental Retardation	10	18+

Professionals/parents receiving services (training) through project activities:
Child/individual with Special Needs - 10

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Professional review, Case study, Experimental design

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Provider satisfaction with project activities

Instrumentation:

Locally/Project-Developed Instruments:
Developed by Project to evaluate internship/work behaviors, Checklists to evaluate job skills

Personnel Involved in Evaluation: Project director, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary
Audience: Consumers

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/30/92
Training manual	12/30/94
Curricula	04/30/92

GRANT NUMBER : H078C10006

PROJECT TITLE:
Equal Access for Students to Education
& Experience(EASE)

INSTITUTE #: 304

PROJECT DIRECTOR:
Jane Chilcote

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
Arrowhead Community College
9th Ave. And W. Chestreet Street
Virginia, MN 55792

PRIMARY GRANTEE:
Education Facility

TELEPHONE #: 218-749-7791

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To enable college age students with disabilities to transition into community college, persist in college in good academic standing, and move into jobs or transfer to a four-year institution.
TARGET: A projected population of 350 students (aged 18+) with disabilities, spread over 20,000 square miles in a rurally isolated area of Minnesota.
APPROACH: To achieve the stated objectives, several activities will be undertaken. To enable a smooth transition from high school to college, a transition team of community college and high school staff will design a curriculum plan for each student. Faculty participants and parent workshops will increase needed awareness of crucial issues and create a foundation for curriculum adaptations. To ensure students' success in college, career exploration, team planning, and ongoing staff inservice will occur. Tutors, mentors, support groups, developmental instruction, and work experiences will enhance the usual instructional program. Participants will learn job seeking skills; business and agency personnel will sign formal agreements to create an environment of employment accessibility. Business personnel will serve on an advisory committee to support the program.
OUTCOMES: This project will serve as a collaborative model for providing needed services and accommodations for students (estimated N=350) with disabilities in remote college settings. Demonstration of methods will occur at statewide workshops; methods of working with high school counselors and teachers, community transition teams and advisory committees will be sent to school districts, human service agencies, Chambers of Commerce, and individual employers. A descriptive brochure will be developed after three years.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 350

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 350

Handicapping Condition	No. Served	Age Range
Biological	100	18+
Blindness	30	18+
Chronic Mental Illness	45	18+
Deafness	8	18+
Developmental Disability	5	18+
Learning Disability	200	18+
Traumatic Head Injury	3	18+
Physical Disability	100	18+
Language Disorder	53	18+
Visual Impairment	30	
Not Specified	120	18+

Professionals/parents receiving services (training) through project activities:

Parents - 350
Personnel - 960
Service delivery system - 92

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Postsecondary outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities

Instrumentation:

Commercially Available Instruments Used by Projects:

WAIS,WISC-R(outside testing), PDVT(outside testing), Strong Cambell Discover Computer, K-TEA Kaufman(outside); WJ-R Woodcock Johnson

Locally/Project-Developed Instruments:
Satisfaction Survey-employers; Satisfaction Survey Parents; Satisfaction Survey Faculty, Transition Team Report(with High School); Employer Agreements; Individualized Education Plan

Personnel Involved in Evaluation: Project director, Project staff, Staff evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Brochure/Pamphlet
Audience: OSERS, Transition Institute, Advisory Board, State Agency, MN Community College systems

PROJECT PRODUCTS:

Product	Date Available
Brochure	03/15/92
Newsletter	03/15/92

GRANT NUMBER : H078C10035

PROJECT TITLE:
Project I Can: Initiating Career Achievement Networks

PROJECT DIRECTOR:
David Baggett

MAILING ADDRESS:
University of Massachusetts
Project I CAN
Center for Counseling and Academic Development
123 Berkshire House
Amherst, MA 01003

TELEPHONE #: 413-545-0333

INSTITUTE #: 305

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

PRIMARY GRANTEE:
Four-Year Institution

GEOGRAPHIC AREA SERVED:
Suburban (10,000 - 50,000)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To develop model career counseling networks for students in higher education who have disabilities.

TARGET: College students with disabilities.

APPROACH: PROJECT I CAN (Initiating Career Achievement Network) is a collaborative effort among the Learning Disabilities Student Service, Center for Counseling and Academic Development, College of Arts and Sciences, and professional schools at the University of Massachusetts (Amherst). The project has three phases: (1) development and implementation of a model career development plan; (2) demonstration of a model career counseling center for the university and other higher education institutions; and (3) dissemination of model activities.

OUTCOMES: Multimedia training materials will be produced and a system-wide professional and organizational network for career development will be created.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with Handicapping Conditions impacted by direct services over entire funding period: 750

Estimated number of youths and/or adults with Handicapping Conditions receiving direct services over entire funding period: 750

Handicapping Condition	No. Served	Age Range
Blindness	7	18-30
Deafness	7	18-30
Hearing Impairment	7	18-30
Learning Disability	400	18-50
Cerebral Palsy	6	18-21
Spinal Cord Injury	6	18-24
Epilepsy	10	18-30
Physical Disability	7	18-40
Articulation Disorder	3	18-24
Visual Impairment	7	18-30

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 440
Personnel - 1487

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Employers: Amount of direct service to employer, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, faculty survey and assessment

Instrumentation:

Commercially Available Instruments Used by Projects:
Strong-Campell

Locally/Project-Developed Instruments:
A study of faculty awareness of students with disabilities; Follow- up of graduates survey, Individual Career Plan

Personnel Involved in Evaluation: Project director, Project coordinator, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary
Audience: OSERS, Transition Institute, Advisory Board

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/92
Student handbook	09/30/93
Project-developed instruments	Not Indicated
Videotape	09/30/92
Journal articles	09/30/92
Replication manual	01/30/94
Faculty handbook	01/30/93
ICP	09/30/92
Follow-up of graduates	09/30/92

GRANT NUMBER : H078C10041

PROJECT TITLE:
Career Development Project

INSTITUTE #: 306

PROJECT DIRECTOR:
Kathy Crockett, Ph.D.

COMPETITION #: 84.078C

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

MAILING ADDRESS:
Mississippi State University
Department of Counselor Education
P.O.Drawer
Mississippi State, MS 39762

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 601-325-3426

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To enhance the transition of college students with disabilities from school to work.

TARGET: Students with disabilities at the junior and senior levels, with priority given to students with the most severe impairments.

APPROACH: A model career planning program will be developed emphasizing individualized career counseling. Two faculty workshops will be conducted annually, brochures will be developed for faculty, and a videotape addressing career-placement issues will be included in new faculty orientation. Descriptive brochures will be distributed to secondary school personnel, vocational rehabilitation counselors and career-placement personnel, and workshops will be conducted for career-placement personnel. A cooperative agreement will be developed with the Chambers of Commerce, Community Development Foundations, and employers in the MSU area.

OUTCOMES: Informational and technical materials will be developed and disseminated throughout Mississippi and nationally. These materials include: a descriptive brochure, a faculty training videotape, and instructional handbooks for student use.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 400

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 250

Handicapping Condition	No. Served	Age Range
Blindness	10	18+
Deafness	1	18+
Deaf/Blindness	1	18+
Economically Disadvantaged	1	18+
Hearing Impairment	4	18+
Learning Disability	2	18+
Multiple Handicap	7	18+
Cerebral Palsy	2	18+
Spina Bifida	1	18+
Spinal Cord Injury	13	18+
Epilepsy	3	18+
Physical Disability	8	18+
Articulation Disorder	1	18+
Visual Impairment	4	18+

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 57
Personnel - 170
Service delivery system - 125

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Goal-free, Decision making, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Strong-Campbell Interests Self-Directed Search

Locally/Project-Developed Instruments:
Self-Assessment Invention; Pretest Assessment Inventory, Student Satisfaction Services, Intake Interview, Needs Assessment Survey; Follow-Up Survey, Inservice Evaluation Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Vocational Rehabilitation, Professional Associations

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/92
Student handbook	01/30/92
Project-developed instruments	03/30/92
Slide presentation	04/30/92
Videotape	05/30/92
Journal articles	Not Indicated

GRANT NUMBER : H078C10020

PROJECT TITLE:
Project Path

INSTITUTE #: 307

PROJECT DIRECTOR:
Patrick Swanson

COMPETITION #: 84.078C

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
College of Dupage
22nd Street and Lambert Road
Glen Ellyn, IL 61037

PRIMARY GRANTEE:
Community or Two-Year College

TELEPHONE #: 708-858-2800

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To enable students with disabilities to make a successful transition from college to careers related to their chosen course of study.
TARGET: Students with mild and moderate disabilities at the College of Dupage.
APPROACH: A Competitive Employment Program to Develop Career Paths for Postsecondary Disabled Students is modeled to complement the Dupage College cooperative education program. PROJECT PATH activities will be conducted through the Office of Cooperative Education, part of the Division of Student Affairs. That office will work in cooperation with other services at the college to: (1) plan, establish, and implement a career-oriented competitive employment program for students with disabilities; (2) develop and offer a pre-employment training curriculum to prepare students for competitive employment; (3) place students in jobs directly related to their program of study; and (4) establish an online employment/job matching system.
OUTCOMES: By the end of the project period, PROJECT PATH will have established the following significant outcomes: (1) a central administrative function at the college to managing an ongoing career-oriented competitive employment program for students with disabilities; (2) a pre-employment training curriculum; (3) placement of no fewer than 60 students in career-oriented co-op or permanent positions; and (4) establishment of an online job matching system. A guide will be prepared and disseminated.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 39

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 39

Handicapping Condition	No. Served	Age Range
Autism	1	18+
Blindness	1	18+
Deafness	1	18+
Developmental Disability	7	18+
Hearing Impairment	1	18+
Learning Disability	16	18+
Traumatic Head Injury	1	18+
Physical Disability	10	18+

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 375
Personnel - 320

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R, VACPAR, Strong Campbell Interest Inventory, Wide Range Achievement Test

Locally/Project-Developed Instruments:
Learning Contract; Employer evaluation of student performance; student evaluation, Intake interview, employer survey, student survey, service referral form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, Advisory Board, Independent evaluator

PROJECT PRODUCTS:

Product	Date Available
Brochure	07/30/92
Student handbook	07/30/92
Videotape	06/30/92
Curricula	01/30/92
Replication manual	10/30/94
Faculty handbook	Not Indicated
Student/employer handbook	Not Indicated

SUMMARY OF 84.078C EXPIRED PROJECT PROFILES

POSTSECONDARY DEMONSTRATION PROJECTS

PROJECT PURPOSE

Federal funding for 11 postsecondary projects expired in 1991. The overall purpose of these projects was to develop a service delivery model that would increase the opportunities for students with learning disabilities in postsecondary education and employment.

FOCUS OF CONTINUATION ACTIVITIES

These projects described the focus of their continuation activities after the expiration of federal funding, including technical assistance, placement, supportive service and aids, and dissemination of project products and findings.

PROJECT COMPONENTS BEING CONTINUED

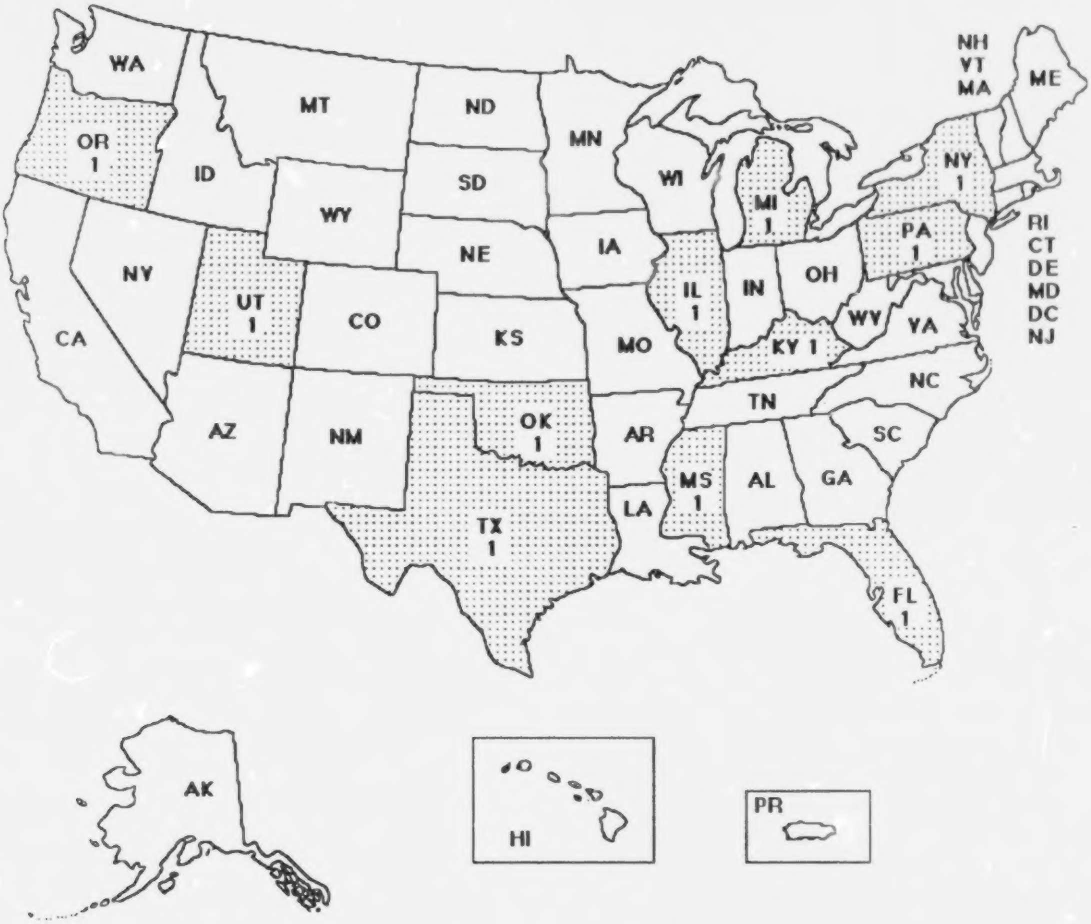
Projects identified specific components or activities that will continue despite the lapse of federal funding. These include ongoing education and training, program development, vocational counseling, referral, advising, and research.

PROJECT PRODUCTS

All 11 projects listed products developed during their funding period: training manuals, curricula, brochures, audiovisual material, project-developed instruments, and handbooks.

Location of 84.078C Expired Projects

Geographic Distribution of Current 84.078C Expired Projects
as of July 1992
(N = 11)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PROJECT TITLE:
Center for Assessment and Training for the Handicapped

INSTITUTE #: 210

CONTACT PERSON: Carolyn Allen

COMPETITION #: 84.078C

MAILING ADDRESS:
Valencia Community College
P.O.Box 3028
Orlando, FL 32802

DATE FEDERAL FUNDING EXPIRED:
06/30/91

TELEPHONE #: 407-299-5000

PROJECT PURPOSE:

To provide a replicable model postsecondary program that develops and refines the employment-related skills of students with mild and moderate handicaps , thereby increasing the job-placement rate for handicapped individuals. The project is to provide the tools and methods for supportive services that enable handicapped persons to complete their postsecondary education and achieve a successful transition to the business world. To utilize the grant to provide Center for Assessment and Training which will include a Work Evaluation Program, a Job Readiness and Employability Skills Program, a Co-op Placement Component, a Physical Fitness Assessment, and a Job Placement and Follow-Up Service.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 09/01/89
Newsletter - available date: 06/01/90
Videotapes - available date: 02/01/91
Article - available date: 02/01/91
Replication manual - available date: 06/01/91

PROJECT TITLE:
Project CAREER

INSTITUTE #: 211

CONTACT PERSON: Jayne P. Merrill

COMPETITION #: 84.078C

MAILING ADDRESS:
El Paso Community College
Rio Grande Campus, Literacy Center
P.O. Box 20500
El Paso, TX 79998

DATE FEDERAL FUNDING EXPIRED:
08/31/91

TELEPHONE #: 915-534-4159

PROJECT PURPOSE:

The primary objectives of Project CAREER are as follows: 1. Provision of intensive, short-term job training. 2. Assistance in job placement. 3. Assistance in educational re-entry into credit programs.4. Dissemination of project products and information. The target population is learning-disabled (75%) and orthopedically impaired (25%) adults between the ages of 17-36. Additional support components include personal, academic, and career counseling and basic-skills training utilizing computer-assisted instruction. Weekly "self-empowerment" workshops, emphasizing self-motivation and job-readiness skills, are also a vital component of the project.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 03/01/89
Newsletter - available date: 01/01/90
Project developed instruments - available date: 03/01/89:
Curricula - available date: 05/01/89
Article - available date: 08/01/91

PROJECT TITLE:
Demonstration Project for Youth with Mild and Moderate Disabilities Using Co-Workers as Trainers

INSTITUTE #: 212

CONTACT PERSON: Rita M. Curl

COMPETITION #: 84.078C

MAILING ADDRESS:
DCHP-UMC 6800
Utah State University
Logan, UT 84322

DATE FEDERAL FUNDING EXPIRED:
06/30/91

TELEPHONE #: 801-750-1993

PROJECT PURPOSE:

The purpose of this demonstration project is to develop and evaluate a program to conduct entry-level job training in integrated business settings for youths with mild and moderate handicaps who have recently completed or dropped out of secondary education programs. The Co-worker Training Program, developed at Utah State University, is used to conduct job training for youths with mild and moderate handicaps employed at these businesses. Replacement assessments, prerequisite training, and supplementary training are completed to facilitate job tenure and promote upward mobility.

PROJECT PRODUCTS:

Product Type/Title:
Training manual - available date: 07/31/90
Project developed instruments - available date: 01/01/90
Article - available date: unknown
Replication manual - available date: 02/28/91

PROJECT TITLE:
Vocational and Literacy Development for
he Mildly Handicapped Offender

INSTITUTE #: 213

CONTACT PERSON: Keith Curry

COMPETITION #: 84.078C

MAILING ADDRESS:
State University College at Buffalo
1300 Elmwood Ave., KH 210
Buffalo, NY 14222

DATE FEDERAL FUNDING EXPIRED:
06/30/91

TELEPHONE #: 716-878-5313

PROJECT PURPOSE:

Fifty-five mildly handicapped individuals are selected over a three-year period from the arrested population in a local holding center. These individuals are to be given remedial and compensatory reading instruction by reading diagnosticians. Instructional methods are a combination of those proven effective with adults, and new and creative motivating approaches. Referrals are made to vocational training agencies some supervision of trainees. Because this program is community based, the project involves individuals who have been arrested for misdemeanors and other relatively mild charges not involving force, threat ,or physical harm. This is cooperative effort between the State University of Buffalo; PEOPLE, Inc. of Erie County; The Western New York Association for the Learning Disabled, Inc.; Erie County Pre-Trial Services; and the Erie County Sheriff's Department.

PROJECT PRODUCTS:
Product Type/Title:
Brochure - available date: unknown
Project developed instruments - available date: unknown
Curricula - available date: unknown
Article - available date: unknown

PROJECT TITLE:
Community Scholar Program:
Post-Secondary Education and Training
for the Psychiatrically Disabled

INSTITUTE #: 214

CONTACT PERSON: Judith A. Cook

COMPETITION #: 84.078C

MAILING ADDRESS:
Thresholds National Research
and Training Center
561 W. Diversey Pkwy., Suite 210-A
Chicago, IL 60614

DATE FEDERAL FUNDING EXPIRED:
06/30/91

TELEPHONE #: 312-348-5522

PROJECT PURPOSE:

The purpose of this program is to expand opportunities in higher education and postsecondary training for persons with severe and persistent mental illness . This is accomplished through the development and field-testing of a multi-component transition model for moving psychiatrically disabled clients into college or technical school enrollment while avoiding rehospitalization and maintaining part-time employment. This model delivers services based on principles of remedial instruction, successive approximation, integration with non-handicapped peers, ongoing mobile vocational and educational support, student follow-along, and establishment of interorganizational linkages.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: unknown
Student handbook - available date: 10/01/91
Training manual - available date: 08/01/91
Project developed instruments - available date: unknown
Video tapes - available date: 08/01/91
Curricula - available date: 08/01/91
Article - available date: 01/01/92

PROJECT TITLE:
Project TEST-CORE

CONTACT PERSON: Jack Humbert

MAILING ADDRESS:
Trimpe Building
Consumer Resources and Technology
Western Michigan University
Kalamazoo, MI 49008

TELEPHONE #: 616-387-3720

INSTITUTE #: 216

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
06/30/91

PROJECT PURPOSE:

The purpose of Project TEST CORE is to generate employment opportunities for blind and visually impaired persons through the acquisition of technical, life-survival, and employability skills through a training and placement network composed of higher education, secondary and post-secondary vocational education, and rehabilitation.

This is collaborative effort between Western Michigan University, department of Blind Rehabilitation and Vocational Education, Michigan Commission for the Blind, Jenkins Goodwill Industries, and the Calhoun Area Vocational Center. Therefore, one of the prime objectives is to provide effective networking.

The objectives of the project include: to provide vocational education teachers and blind rehabilitation specialists the methods and adaptive equipment skills needed to work with the target population; provide blind and visually impaired adults with training, support services and work experiences needed to help make the transition from school to work; develop an assessment and delivery system which minimize stereotyping of vocations of blind and visually impaired.

PROJECT COMPONENTS BEING CONTINUE/CONTACT PERSON/AGENCY:

1. Visually impaired Assessment/Goodwill Industries/Goodwill, Kalamazoo, MI 49007.

PROJECT PRODUCTS:
Product Type/Title:
Videotapes - Project TEST CORE: Available on loan.

PROJECT TITLE:
Project WE CAN

INSTITUTE #: 217

CONTACT PERSON: Sonja Burnham

COMPETITION #: 84.078C

MAILING ADDRESS:
Dept. od Counselor Education
Drawer GE
Mississippi State, MS 39762

DATE FEDERAL FUNDING EXPIRED:
08/30/91

TELEPHONE #: 601-325-3331

PROJECT PURPOSE:

Enhancing employment opportunities of youths with mild to moderate handicaps is the purpose.
A transition model for postsecondary youth, ages 16-25 was developed to be used by counties that are involved in replicating the model. Youth are referred to appropriate services (e.g., Vocational rehabilitation, Vocational Technical Schools). Training on transition is provided to service providers and employers. Facilitating employer-service provider networking is also a project goal.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 11/30/88
Training manual - available date: 08/01/90
Project developed instruments - available date: 03/01/90
Videotapes - available date: 01/01/89
Article - available date: 08/01/91
Replication manual - available date: 08/01/91

PROJECT TITLE:
IMPACT (Instructional Methods for Promoting Academic Career Training

CONTACT PERSON: Kathleen E. McKean

MAILING ADDRESS:
Child Service Demonstration Center
123 E. Broadway
Cushing, OK 74023

TELEPHONE #: 918-225-1882

INSTITUTE #: 218

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
07/31/91

PROJECT PURPOSE:

Project IMPACT responds to the demands for postsecondary transition education for adults with mild handicapping conditions. The project enables students to obtain postsecondary vocational training by enhancement of CAVT courses. Training is offered in: Basic skills; technical related skills; employment skills; study skills; survival skills; vocational and personal counseling, as well as on-the-job training.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 01/31/90
Video tapes - available date: 01/31/91
Curricula - available date: unknown
Replication manual - available date: 04/01/90

PROJECT TITLE:
Project Cloverleaf

CONTACT PERSON: Tom Birmingham

MAILING ADDRESS:
Durrett Education Center
4409 Preston Highway, Room 139
Louisville, KY 40213

TELEPHONE #: 502-473-3008

INSTITUTE #: 219

COMPETITION #: 84.078C

DATE FEDERAL FUNDING EXPIRED:
08/01/91

PROJECT PURPOSE:

Project Cloverleaf serves 17 to 22 year old young adults who were classified as either learning disabled or educable mentally handicapped. They can have either graduated or dropped out of high school. Young adults entering the program receive a physical examination, a psychological examination, career assessment, and test of adult basic education. Based on these results and individual counseling, an Individual Education Plan is developed. Young adults are offered four options or combinations of options. These include adult basic education, skill specific technical training, social/employability training, and paid, meaningful employment.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: unknown
Parent handbook - available date: unknown
Project developed instruments - available date: unknown
Article - available date: unknown
Replication manual - available date: 07/31/91

PROJECT TITLE:
Demostration Project to Provide Students with Handicaps Access to Vocational and Job Placement Programs

INSTITUTE #: 220

CONTACT PERSON: Paula Grigsby

COMPETITION #: 84.078C

MAILING ADDRESS:
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321

DATE FEDERAL FUNDING EXPIRED:
06/30/91

TELEPHONE #: 503-928-2361

PROJECT PURPOSE:
The purpose of this project is to provide students with mild or moderate disabilities access to community college vocational programs and community job placement.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON/AGENCY:

1. To incorporate students with mild or moderate disabilities into the college mileu with non-disabled./Paula Grigsby/Linn-Benton Community College, LBCC, 6500 SW Pacific Blvd., Albany, OR 97321, 928-2361.
2. Students with mild or moderate disabilities will acquire vocational skills from the college work./Paula Grigsby/Linn-Benton Community College, LBCC, 6500 SW Pacific Blvd., Albany, OR 97321, 928-2361.
3. To train 15 students with mild or moderate handicaps per year to work. Kirk Hendrickson/Work Unlimited, 150 SW Monroe, Corvallis, OR 97333, 757-4126.
4. To train 15 students with mild or moderate disabilities per year to show good behavior at work./Kirk Hendrickson/Work Unlimited, 150 SW Monroe, Corvallis, OR 97333, 757-4126.
5. To place 15 students with mild or moderate disabilities per year in paid employment upon funding./Kirk Hendrickson/Work Unlimited, 150 SW Monroe, Corvallis, OR 97333, 757-4126.

PROJECT PRODUCTS:
Product Type/Title:
Brochure - Brochure: Available from Paula Grigsby-LBCC.
Project developed instruments - Project developed instruments: Available from Paula Grigsby-LBCC.

PROJECT TITLE:
Dialysis Unit for Pennsyvania State
University Students (DUPSUS)

INSTITUTE #: 249

CONTACT PERSON: Jordan W. Finkelstein

COMPETITION #: 84.078C

MAILING ADDRESS:
Biobehavioral Health
E-210 Henderson
The Pennsyvania State University
University Park, PA 16802

DATE FEDERAL FUNDING EXPIRED:
02/28/93

TELEPHONE #: 814-863-7256

PROJECT PURPOSE:

The overall goal of DUPSUS is to facilitate postsecondary education for students with End Stage Renal Disease (ESRD) and assist their transition from student status to employee, while simultaneously maintaining optimal physical and mental health.

PROJECT PRODUCTS:

Product Type/Title:
Brochure - available date: 09/01/90
Newsletter - available date: 09/01/91
Parent handbook - available date: 09/01/91
Student handbook - available date: 09/01/91
Videotapes - available date: 12/01/90
Article - available date: 09/01/91

COMPETITION PROFILE: CFDA 84.158P

RESEARCH PROJECTS ON THE TRANSITION OF SPECIAL POPULATIONS TO INTEGRATED POSTSECONDARY ENVIRONMENTS

INITIAL COMPETITION: 1/22/91

PURPOSE OF COMPETITION

The purpose of this priority was to support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21 who belong to one or more of the following special populations : adjudicated youth, youths with severe emotional disturbance, or youths with severe physical disabilities (including traumatic head injury).

Emphases included strategies that provide solutions to the problems associated with the transitions from school to integrated postsecondary environments, such as competitive or supported employment, postsecondary education, vocational training, continuing education, adult services, or community-based living alternatives.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $690,000 was expected to be available to support up to six projects in the initial competition.

NUMBER OF GRANTS AWARDED

Six grants were awarded in the initial competition

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158P PROJECT PROFILES

RESEARCH PROJECTS ON THE TRANSITION OF SPECIAL POPULATIONS TO INTEGRATED POSTSECONDARY ENVIRONMENTS

INITIAL COMPETITION: 1/22/91

GEOGRAPHIC AREA SERVED

Of the six current projects, two report serving a city of over 100,000 people, two report serving regions within a state, one reports serving a city of 50,000-100,000 people, and one reports serving a state.

PRIMARY GRANTEE

Three university-affiliated programs, two private non-profit agencies, and one universities were awarded grants.

PROJECT PARTICIPANTS

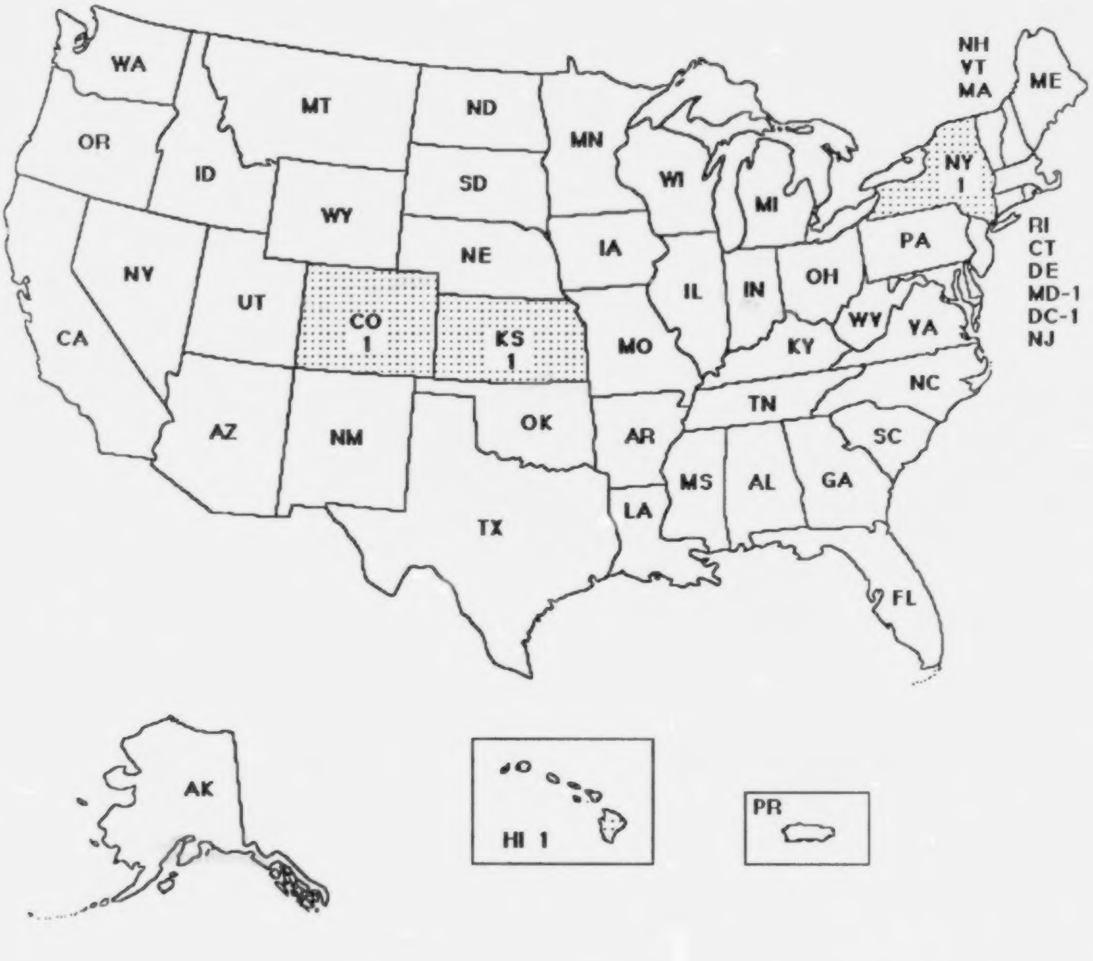
Of the target population, 53% are emotionally disordered; 23% are behaviorally disordered, and 11% are multihandicapped. The remainder demonstrate the following disabilities : chronic mental illness, cerebral palsy, and spinal cord injury.

All projects mention the provision of related service components, specifically, training and service to 75 individuals with special needs, 115 families, 294 project and agency personnel, and 51 service delivery systems.

COOPERATING AGENCIES

Four projects report cooperative efforts with local education agencies. Two projects list cooperation with a university, consumer/advocacy organization,for-profit organization, proprietary organization, and rehabilitation agency. One project reports cooperation with state education agency, regional or local health agency, state health agency, state MH/DD agency, and a private nonprofit agency. Three report cooperation with other organizations.

Location of 84.158P Projects
Geographic Distribution of Current 84.158P Projects
as of July 1992
(N = 6)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GRANT NUMBER : H158P10033

PROJECT TITLE:
Kansas Transition Study: Adolescents
with Severe Emotional Disturbance

PROJECT DIRECTOR:
Charles R. Campbell

MAILING ADDRESS:
University of Kansas
Kansas University Affiliated
Program at Parsons
2601 Gabriel
Parsons, Kansas 67357

TELEPHONE #: 316-421-6550

INSTITUTE #: 277

COMPETITION #: 84.158P

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

PRIMARY GRANTEE:
University Affiliated Program

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To identify and analyze student and ecological setting variables that serve to facilitate or hinder transition of adolescent students with severe emotional disturbance (SED) to general or less restrictive educational settings.

TARGET: Transition age students with SED in six Kansas school districts, three urban and three rural.

APPROACH: The project will investigate the setting events or ecological factors related to the students' success or lack of success in educational settings. During year one, the project will conduct a demographic study, collecting descriptive data regarding general placements of 200 students with SED. The data collection process will include semi-structured interviews with 100 of these students and their teachers and parents. Fifty of these students will be followed during the remaining two years of the project to document changes in their educational placements and variables associated with their transition. A more comprehensive study involving 72 students is proposed which will measure a variety of student, teacher, and educational setting variables. Beginning in year 3, the study will identify ecological variables associated with successful transitions.

OUTCOMES: The proposed research will provide a data base to guide future transition research, begin the process of identifying the variables that influence the outcomes of the transition process, and identify the influence of personal and ecological factors in the transition of these students. A series of products based on research outcomes will be developed and disseminated.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 50

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	200	14-21

Professionals/parents receiving services (training) through project activities:
Personnel - 56

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis, Decision making, Case study

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Education background, Assessment results, Progress in educational program, Degree of integration, Postsecondary outcomes, Satisfaction of significant others with student/client progress or status

Instrumentation:
Commercially available instruments:
Social skills
Locally/Project-Developed Instruments:
Observation forms, Interview, Survey, Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report
Audience: Consumers, OSERS, State agency

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	09/30/94
Journal articles	09/30/94

GRANT NUMBER : H158P10014

PROJECT TITLE:
Planned Assistive Technology
Rehabilitative Services (PATH)

PROJECT DIRECTOR:
Richard G. Luecking

MAILING ADDRESS:
Transcen, Inc.
234 North Washington Street
Rockville, MD 20878

TELEPHONE #: 301-424-2002

INSTITUTE #: 278

COMPETITION #: 84.158P

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To assist transitioning youth who have severe physical disabilities by providing assistive-technology coordination, family supports, and worksite technology evaluation.

TARGET: Youth with severe physical disabilities but normal intelligence in Prince Georges and Montgomery Counties (Maryland).

APPROACH: Thirty-six young adults with severe physical disabilities who are experiencing transition will receive: (1) logistical/psychological support regarding assistive devices; (2) an Individualized Assistive Technology Transition Plan; (3) coordination of assistive technology resources; and (4) employment experiences with assessment of assistive technology needs. Multiple case study design research methodology will be incorporated into the project to study the viability of the model and analyze the critical variables impacting on technology transfer and employment for transitioning youth with severe physical disabilities.

OUTCOMES: These strategies, procedures, and related activities will result in successively improved placement rates in employment with required assistive devices.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 36

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 36

Handicapping Condition	No. Served	Age Range
Cerebral Palsy	31	18+
Spina Bifida	5	18+

Professionals/parents receiving services (training) through project activities:
Personnel - 56

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Employer satisfaction with project activities

On Postsecondary Education: Degree of collaboration between project and providers

Instrumentation:

Locally/Project-Developed Instruments:
Student observation protocol, Parent interview, Teacher interview

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Principal investigator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Transition Institute, Advisory Board, LEA"s

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	09/30/92
Journal articles	09/30/93
Replication manual	09/30/94

GRANT NUMBER : H158P10005

PROJECT TITLE:
Research and Demonstration of a Collaborative Model to Improve Transition Outcomes of Youth with Emotional Handicaps

INSTITUTE #: 279

PROJECT DIRECTOR:
Robert Stodden, Ph.D.

COMPETITION #: 84.158P

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
University of Hawaii
University Affiliated Program
1776 University Ave UA 4-6
Honolulu, HI 96822

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 808-956-9428

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To upgrade transition services to youth (ages 16-21) with emotional handicaps in Hawaii through the development, demonstration, and institutionalization of a service model encompassing both secondary school and post-school periods of transition.

TARGET: Youths with emotional handicaps, ages 16-21.

APPROACH: The project will consist of three phases: (1) research and development; (2) demonstration and evaluation; and (3) dissemination, replication, and institutionalization. During the first phase, the focus will be on two sets of activities. The first is an in-depth follow-up study of school leavers (ages 17-25) who were classified as emotionally handicapped (EH) while in school. The results will be translated to changes in EH curricula and transition process strategies. The second set of activities will focus one establishing an interagency case management and case conferencing process. The model that will be implemented and evaluated will have two components: curriculum and related strategies, and the case conferencing process. The third phase will pursue three sets of activities: continuation of model implementation, dissemination of products, and planning for incorporation of innovations into the policies and practices of participating agencies.

OUTCOMES: Products will include follow-up/follow-along study results with annual updates; a description of the model; curricula and guides for implementation; and evaluation reports.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	80	16-25
Chronic Mental Illness	30	16-25
Serious Emotional Disturbance	90	16-25

Professionals/parents receiving services (training) through project activities:

Families - 20

Personnel - 33

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

Instrumentation:

Locally/Project-Developed Instruments:

Curriculum-Based Vocational Assessment, Transition Issues Interview(for youths/parents/teachers), Provider Questionnaire(on emotional disabilities service system), Tracking Questionnaire(once per year for youths)

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: Consumers, OSERS, Advisory Board, State Agency, DOE, State Council on Mental Health and Substance Abuse

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/30/92
Project-developed instruments	07/30/92
Curricula	02/01/93
Journal articles	10/30/93
Replication manual	06/30/94

GRANT NUMBER : H158P10021

PROJECT TITLE:
A Comparative Study Between a Supported Employment Program and Sheltered Employment for Youth with Psychiatric Disabilities

INSTITUTE #: 280

PROJECT DIRECTOR:
Robert Gerney

COMPETITION #: 84.158P

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
Albert Einstein College of Medicine
Community MH Center/Sound View
SUTN-CMHC 2527 Giebe Ave.
Bronx, NY 10461

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 212-904-4418

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To evaluate the effectiveness of an individual placement supported employment model when applied to youth with serious emotional disabilities.
TARGET: Severely emotionally disturbed youth, ages 16-21, residing in the Bronx and northern Manhattan in New York City.
APPROACH: A supported employment program will be developed by combining the eight principal therapeutic elements of the supported employment programs described in the literature with those of the intensive case management and social skills training programs found to be effective with severely emotionally disturbed mental patients. A controlled research demonstration with random assignment of subjects will be conducted to evaluate the effectiveness of the supported employment program when compared with a sheltered workshop program based on traditional vocational mental health rehabilitation procedures. Comparative analyses of participant's time in program and cost/benefit of the supported employment program will be conducted.
OUTCOMES: In the course of the project, 72 youth will have been treated and followed up. An Integrated Supported Employment-Social Skills Treatment Handbook will be developed and published. Project results will be disseminated through presentations at meetings, publications, and on-site training.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 120

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 72

Handicapping Condition	No. Served	Age Range
Seriously Emotional Disturbance	120	15-21

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 75
Families - 75
Personnel - 102
Service delivery system - 43

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status,

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
WAIS-R/WISC-R, Talent Assessment Program(T.A.P.), Videotaped Behavioral Assessment, KATZ Adjustment Scale; Community Living Assessment Scale, Rathus Assertiveness/Beck Depression/Irrational Beliefs/Scl-90/ Anxiety State-trait/Anger State-trait, WRAT-R, DISC/SCIO (diagnostic interviews)

Locally/Project-Developed Instruments:
Time on-task ratings, Orientation checklist, Supervisor rating scale, Referral form; Placement log

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Brochure/Pamphlet, Publications-articles,book chapters,professional presentations.
Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, OMH/UESID/BOE/DOE

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/30/91
Training manual	10/30/91
Slide presentation	10/30/92
Videotape	10/30/93
Curricula	10/30/91
Journal articles	10/30/92
Replication manual	10/30/93

GRANT NUMBER : H158P10018

PROJECT TITLE:
The City Lights Transition to
Integrated Postsecondary Environments
Research Project

INSTITUTE #: 281

PROJECT DIRECTOR:
Paul T. Bucci

COMPETITION #: 84.158P

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

TELEPHONE #: 202-833-7617

GEOGRAPHIC AREA SERVED:
City (100,000+)

PROJECT ABSTRACT:

PURPOSE: To examine and enhance the City Lights Program, a non-profit, community-based organization in Washington, D.C., serving high risk, minority youth.

TARGET: The adjudicated and high-risk, severely emotionally disturbed minority youth (ages 16-21) served by City Lights School.

APPROACH: The project has three objectives and sets of activities. First, it will study a different cohort of 50 16- to 21-year-old minority youth each year of the project. Second, it will enhance the vocational counseling and job placement training component through such means as job development, placement, and monitoring; student assessment and career choice; vocational counseling and seminars; transition employment; and supported work. The enhanced program will be studied to determine whether and to what extent it develops drug-free habits; psychological health; and vocational, functional, and academic skills among at-risk youths. Third, the project will track the progress of program graduates at 6-, 12-, and 24-month follow-up points.

OUTCOMES: The study will contribute to the knowledge of community-based programs like City Lights and their effectiveness in providing services to severely emotionally disturbed, adjudicated, and high-risk urban minority youth. The comprehensive evaluation report will be sent to other projects serving populations similar to that at City Lights.

PROJECT PARTICIPANTS:

Handicapping Condition	No. Served	Age Range
Multiple Handicaps	50	14-21

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained

Instrumentation:

Commercially Available Instruments Used by Projects:
T.A.B.E./M.A.T.

Locally/Project-Developed Instruments:
Intake Form; Data Collection Form, Follow-Up Interview Form; Intake Form, Substance Use Questionnaire(student); Substance Use Questionnaire (case manager/teacher).

Personnel Involved in Evaluation: Advisory board, Staff evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, City Lights School Monograph

Audience: Consumers, OSERS, Transition Institute, Advisory Board, AED

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	Not Indicated
Journal articles	Not Indicated
Replication manual	Not Indicated

GRANT NUMBER : H158P10006

PROJECT TITLE:
Student Opportunities for Success

PROJECT DIRECTOR:
Pat L. Sample

MAILING ADDRESS:
Colorado State University/Fort Collins
Occupational Therapy Department
Fort Collins, CO 80523

TELEPHONE #: 303-491-5930

INSTITUTE #: 282

COMPETITION #: 84.158P

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

PRIMARY GRANTEE:
Four-Year Institution

GEOGRAPHIC AREA SERVED:
Urban (50,000 - 100,000)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To investigate the relationship between vocational experiences and post-school outcomes for students with significant emotional disorders and/or secondary school youth who have been adjudicated due to behaviors.

TARGET: Students, ages 16 through 21, who have been placed in three different alternative programs as a result of failure in a mainstreamed secondary education environment.

APPROACH: The project staff from Transition Services, Colorado State University, will coordinate project activities and facilitate a multi-disciplinary, multi-agency advisory and service team. A working team of service providers will assist with transition-related activities and provide continuity and emotional support for students before and after they leave school. The project will: develop and implement a cooperative, consumer driven case management model for current and long-term transition planning and support for each student; empower students with severe emotional disorders to be self-advocates through participation in project design, implementation, and evaluation; implement supported employment or entrepreneurial enterprises; and conduct research to determine the relationship between type of vocational experiences prior to exit from secondary school and post-school employment and/or postsecondary education, as well as independent living for students with emotional disorders.

OUTCOMES: The Poudre School District (Colorado) will use the research findings to enhance and expand the secondary education and transition programs for students with emotional disorders. Project findings will be presented at local, state, and national conferences for teachers, administrators, related service personnel, and adult service providers. All project products will be available at cost.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 90

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 60

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	25	12+
Serious Emotional Disturbance	35	12+

Professionals/parents receiving services (training) through project activities:

Families - 20
Personnel - 103
Service delivery system - 8

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Professional review, Case study

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Commercially Available Instruments Used by Projects:
Functional,Community-Reference Assessment, Quality of life Index, Matter of Choice Index, Employment Integration Index, Co-Worker Involvement Index

Locally/Project-Developed Instruments:
Other Employment Measures, Student Employment Survey; Employer Satisfaction Survey, Employer Contact Logs

Personnel Involved in Evaluation: Project director, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet, Research articles in journals

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Colorado Dept. of Education, Special Educational Advisory Committee, Vocational Rehabilitation, Council for Exceptional Children

PROJECT PRODUCTS:

Product	Date Available
Brochure	08/30/92
Training manual	08/30/93
Project-developed instruments	01/30/93
Curricula	08/30/92
Journal articles	05/30/93

COMPETITION PROFILE: CFDA 84.158Q

MULTI-DISTRICT OUTREACH PROJECTS

INITIAL COMPETITION: 1/22/91

PURPOSE OF COMPETITION

The purpose of this priority was to support projects that enhance the capacity of local educational agencies by promoting implementation of proven transition services models, or selected components of these models, in multiple school districts within a state based upon specific needs.

Emphases include accomplishing model implementation, vocational education/training, independent living, supported/competitive employment, information sharing, and on-site observation of model programs.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of EHA as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $796,000 was expected to be available to support up to seven projects in the initial competition.

NUMBER OF GRANTS AWARDED

Eight grants were awarded in the initial competition

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158Q PROJECT PROFILES

MULTI-DISTRICT OUTREACH PROJECTS

INITIAL COMPETITION: 1/22/91

GEOGRAPHIC AREA SERVED

Of the eight current projects, three report serving a region within a state, three report serving statewide areas, one reports serving a city of over 100,000 people, and one reports serving a region within a nation.

PRIMARY GRANTEE

Of the eight projects, three universities, one university-affiliated program, one intermediate education agency, one state education agency, one consumer/advocacy organization, and one private nonprofit agency were awarded grants under this competition.

PROJECT PARTICIPANTS

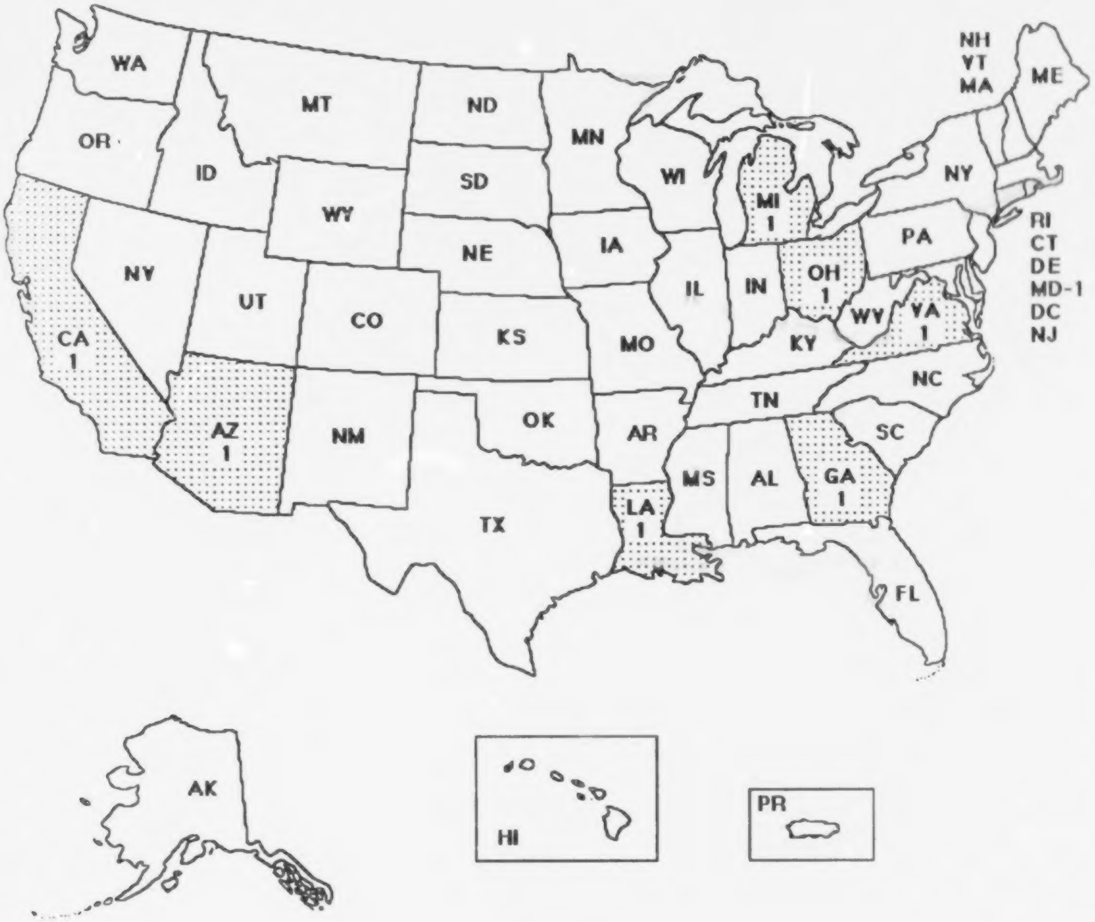
According to four project reports, a total of 414 individuals with disabilities will be receiving direct services over the entire funding period. The projects also were asked to estimate the total number of persons with disabilities who will benefit from services such as training. At the time of the survey, seven projects indicated that possibly 21,395 persons will be impacted.

All projects mention the provision of related service components, specifically, training and service to 87 individuals with special needs, 330 families, 118 parents, 2,379 project and agency personnel, and 943 service providers.

COOPERATING AGENCIES

Five projects report cooperative efforts with local education agencies. Four projects list cooperation with a state education agency and a rehabilitation agency. Four projects report cooperation with a state MH/DD agency, and an intermediate education agency. Two projects mention cooperation with a consumer/advocacy organization. One project reports cooperation with university and a private nonprofit agency. Five report cooperation with other organizations.

Location of 84.158Q Projects
Geographic Distribution of Current 84.158Q Projects
as of July 1992
(N = 8)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GRANT NUMBER : H158Q10030

PROJECT TITLE:
Building a Culturally Relevant Community
Referenced Curriculum

INSTITUTE #: 283

PROJECT DIRECTOR:
Sharon Field, Ed.D.

COMPETITION #: 84.158Q

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
The Developmental Disabilities Institute
Wayne State University
6001 CASS Avenue,
Suite #326
Detroit, MI 48202

PRIMARY GRANTEE:
University-Affiliated Program

TELEPHONE #: 313-577-2654

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: The primary purpose of this multidistrict outreach project is to enhance the effectiveness of several local educational agencies through implementing a proven curriculum model, the Life-Centered Career Education: A Competency-Based Approach.

TARGET: Eight demographically diverse districts-some serving high proportions of students representing cultural/ethnic minorities such as Arab-Americans and African-Americans, etc. have established curriculum adaptation teams who are using the LCCE as a guide for tailoring community-referenced curricula emphasizing junior and senior high school preparation for adult community adjustment.

APPROACH: Direct support(i.e.,training,technical assistance, and consultation) is being provided to local school districts as teams adapt/ implement the LCCE in ways most likely to meet the transition needs of secondary school students in those particular communities.

OUTCOMES: During FY 1991-92, the following have occurred:(1)established local district teams,(2) conducted LCCE training for teams from cooperating LEAs and ISDs,(3) conducted LCCE training for administrators from cooperating LEAs and ISDs,(4) conducted quarterly training/consultation sessions including Donn Brolin, author of the LCCE,(5) provided regularly scheduled and "as needed" technical assistance to local teams, (6) planned with each local team, in preparation for implementation to begin in September, 1992,and (7) conducted a panel presentation with each team's coordinator participating at a statewide transition conference.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Handicapping Condition	No. Served	Age Range
Not specified	500	14-26

Professionals/parents receiving services (training) through project activities:

Personnel - 80

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Degree of collaboration between project and employers, Project impact on employers

Instrumentation:

Commercially Available Instruments Used by Projects:
ICCE Knowledge Battery and Performance Battery, LCCE Knowledge Battery, LCCE Knowledge Battery

Locally/Project-Developed Instruments:
Training Evaluation Rating Scale; Technical Assistance Rating Scale, Consultation Needs Assessment

Personnel Involved in Evaluation: Project director, Project coordinator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: Consumers, OSERS, Transition Institute, Advisory Board, State Agency, Michigan Dept. of Education, LEAs and ISDs

PROJECT PRODUCTS:

Product	Date Available
Project-developed instruments	10/30/94
Curricula	Not Indicated
Journal articles	10/30/94
Replication manual	10/30/94
Multicultural Aspects	10/30/94

GRANT NUMBER : H158Q10016

PROJECT TITLE:
Transition Project-Multi-District
Outreach

INSTITUTE #: 284

PROJECT DIRECTOR:
William Sharpton

COMPETITION #: 84.158Q

PROJECT COORDINATOR:
Joan D. Guillory

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

CONTACT PERSON: Joan D. Guillory

MAILING ADDRESS:
University of New Orleans
Dept. of Special Education &
Habilitative Services
Education Building Room 220
Lakefront
New Orleans, LA 70148

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 504-286-5596

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To improve interagency coordination, at the local, regional, and state level, in order to create positive lifestyles for consumers with severe disabilities and their families. While this project proposes to affect change at these 3 levels, primary emphasis is on the local level.

TARGET: Students, ages 16-22, with moderate, severe, and/or profound disabilities and interagency personnel serving them.

APPROACH: Project provides on-site technical assistance and training to local interagency teams and family members to meet the needs of individuals with disabilities identified through the individualized transition planning process.

OUTCOMES:

(1). Development of interagency team and coordination process in 5-10 local communities in Louisiana.

(2). Improved post-school options for a minimum of 15-30 consumers with moderate/severe/profound disabilities.

(3). Negotiation with relevant state agencies to use project sites to identify barriers to successful transition as well as effective strategies/practices.

(4). Development and dissemination of transition issues, concerns, and strategies specific to family members.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 125

Handicapping Condition	No. Served	Age Range
Multiple Handicap	70	12+

Professionals/parents receiving services (training) through project activities:

Families - 70
Personnel - 64
Service delivery system - 16

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Type or extent of services rendered, Demographic, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Postsecondary Education: Characteristics/demographics

Instrumentation:

Locally/Project-Developed Instruments:

Program Design and Student performance Across Settings Observation Form/ Needs Assessment, District Level Record Review, Campus-Level Review/ Needs Assessment Quality Indicators Checklist, Status Report: Summary of needs assessment; Quality Indicators Checklist, Telephone Intake Interview; District level interview; Campus-level interview, District level self-assessment; Campus-level self-assessment/ needs assessment, Application for Technical Assistance/ Intake Process technical process technical assistance menu for district teachers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report

Audience: OSERS, Transition Institute, Advisory Board, State Agency, State Dept of ED, LRS, MR/DD, PNA, Family Resource Centers

PROJECT PRODUCTS:

Product	Date Available

Brochure	04/30/93
Newsletter	04/30/93
Parent handbook	04/30/93
Project-developed instruments	04/30/93
Slide presentation	04/30/93
Journal articles	04/30/93
Process guide for use at local level	04/30/93

GRANT NUMBER : H158Q10027

PROJECT TITLE:
The Multi-District Outreach Project

INSTITUTE #: 285

PROJECT DIRECTOR:
Robert Flexer, Ph.D.

COMPETITION #: 84.158Q

PROJECT START DATE: 09/01/91
PROJECT END DATE: 09/01/94

MAILING ADDRESS:
Kent State University
310 White Hall
KENT, OH 44242

PRIMARY GRANTEE:
Four-Year Institution

TELEPHONE #: 216-672-2662

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: The purpose of this project is to develop the capabilities of schools, adult service providers, and consumers to effectively plan and implement transition programs for students with disabilities.

TARGET: Students with disabilities age 13-22.

APPROACH: This project uses two day inservices and ongoing technical assistance. In addition, manuals are disseminated statewide and project staff are involved in state planning.

OUTCOMES: The outcomes of this project are (1) model sites, (2) county or regional transition teams, and (3) a transition training manual. Twenty model sites are to be developed each year for three years beginning in FY 92.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 10,000

Professionals/parents receiving services (training) through project activities:

Personnel - 830

Service delivery system - 662

PROJECT EVALUATION PLAN:

Evaluation Approach(es): System analysis, Goal-based, Program rating by participants

Type of Data/Information Being Collected:

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:

Locally/Project-Developed Instruments:

Inservice Evaluations, Needs and Preferences Survey, Individual Transition Plan; Planning & Referral Worksheets

Personnel Involved in Evaluation: Project director, Project coordinator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Evaluate transition plans for schools and adult service providers at model sites

Audience: Consumers, OSERS, State Agency, Dept. of Special Education, Schools & Adult Services

PROJECT PRODUCTS:

Product	Date Available
Brochure	01/30/92
Parent handbook	04/30/92
Training manual	04/30/92
Project-developed instruments	01/30/92
Journal articles	09/30/94
Replication manual	09/30/94

GRANT NUMBER : H158Q10033

PROJECT TITLE:
Next Steps Multi-District Outreach Project

PROJECT DIRECTOR:
Deidre Hayden

MAILING ADDRESS:
Parent Educational Advocacy
Training Center
228 S.Pitt Street ,RM 300
Alexandria, VA 22314

TELEPHONE #: 703-836-2953

INSTITUTE #: 286

COMPETITION #: 84.158Q

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

PRIMARY GRANTEE:
Consumer/Advocacy Organization

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To link two proven models of training and service delivery 1) NEXT STEPS Model Project and 2) Parent Resource Centers and to establish a network of school district-based Transition Assistance Groups(TAGs) consisting of the parent/educator staff from Parent Resource Center and a supported employment specialist. The TAG Teams will provide training and assistance to students, parents, teachers, and adult service providers, to develop effective transition plans and strategies to ensure that students with disabilities are prepared to work/live within their communities.

TARGET: Parents, students, teachers and adult service staff dealing with transition issues.

APPROACH: Establish TAG teams in four local school divisions throughout Virginia during each of the three project years (12 total). Project staff will offer ongoing inservice/technical assistance materials to the TAGs throughout the year.

OUTCOMES: Virginia will have a network of 12 TAG teams based in local Parent Resource Centers across the state, supported by multiple agencies, capable of providing expert training, support and information to teachers, parents, youths with disabilities, as well as adult service providers to plan transition services resulting in satisfactory community based work/living settings. The NEXTS STEPS Multi-district Outreach model will be available for replication in Virginia and states beyond.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 350

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 50

Handicapping Condition	No. Served	Age Range
Not Specified	350	12+

Professionals/parents receiving services (training) through project activities:
Child/individual with Special Needs - 30
Families - 110
Personnel - 315

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis, Goal-based

Type of Data/Information Being Collected:
On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic

Instrumentation:
Locally/Project-Developed Instruments:
Formal and informal interviews are conducted to evaluate training objectives for local TAGs, Multi-district Outreach TAG project agenda and outcomes, Evaluation questionnaire for each module of NEXT STEPS;The Transition Series In-service Evaluation form, Local TAG master plan and detailed action plan included in the budget, TAG monthly reports

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:
Type: Formal evaluation report, Executive summary
Audience: Consumers, OSERS, Transition Institute, State Agency, DOE, State Transition Task Force

PROJECT PRODUCTS:

Product	Date Available
Parent handbook	04/30/92
Training manual	08/03/92
Transition Handbooks	Not Indicated

GRANT NUMBER : H158Q10004

PROJECT TITLE:
The Career Ladder Program: A Replication Project for Multidistrict Outreach

PROJECT DIRECTOR:
Shepherd Siegel

PROJECT COORDINATOR:
Deborah Brians

CONTACT PERSON: Deborah Brians

MAILING ADDRESS:
890 Buena Vista Road
Hollister, CA 95023

TELEPHONE #: 408-636-8676

INSTITUTE #: 287

COMPETITION #: 84.158Q

PROJECT START DATE: 11/01/91
PROJECT END DATE: 10/31/94

PRIMARY GRANTEE:
Intermediate Education Agency

GEOGRAPHIC AREA SERVED:
Region of the nation

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: To successfully replicate the Career Ladder Program model throughout California, Washington, and the other states at the local education agency level by carefully adhering to the six principles that underlie the success of the model.

TARGET: Secondary School students and programs at local education agencies throughout California, Washington state, and the other states, beginning with those students served with IEPs and expanding to all at-risk secondary students.

APPROACH: Workshops conducted at the local school and district levels introduce the program and the six principles that drive the success of the model. This leads to the school establishing Career Ladder Program classes. Staff trainings in follow-up visits include developing employment sites suitable for the program as well as fostering relationships with the Department of Rehabilitation, State Job Service, and other adult service agencies needed for ongoing service to students exiting the Career Ladder Program and high school.

OUTCOMES: During FY 1991-92: Introduced the program to 24 individual LEAs, provided in-depth staff training for 17 LEAs, including teachers and administrators, presented at two major state-wide conferences and sent follow-up materials to another 100 LEAs & Country Offices of Education. Provided curriculum training to 25 LEAs as well. Plans include setting up contract with 15 LEAs for in-depth support next year while they establish program classes and postsecondary follow-along programs at their high schools.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 1,000

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based, Goal-free, Professional review

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Progress in educational program, Progress in employment training programs, Degree of integration, Postsecondary outcomes, Employment outcomes, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Amount of direct service to employer, Employer satisfaction with project activities, Project impact on employers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Third-party evaluator

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary, Brochure/Pamphlet

Audience: Consumers, OSERS, Transition Institute, State Agency, Calif Depts. of Ed & Rehab.

PROJECT PRODUCTS:

Product	Date Available
Brochure	10/30/92
Newsletter	10/30/92
Training manual	06/30/92
Project-developed instruments	05/30/92
Journal articles	12/30/92

GRANT NUMBER : H158Q10026

PROJECT TITLE:
Project ACTT: Arizona Community
Transition Teams

INSTITUTE #: 288

PROJECT DIRECTOR:
Laura L. Love, M.Ed.

COMPETITION #: 84.158Q

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

MAILING ADDRESS:
Arizona Department of Education
Special Education Section
Transition Program
1535 West Jefferson
Phoenix, AZ 85007

PRIMARY GRANTEE:
State Education Agency

TELEPHONE #: 602-542-3184

GEOGRAPHIC AREA SERVED:
State

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: To enhance the capacity of selected communities to provide a comprehensive transition planning process for all secondary special education students through the development and support of local Community Transition Teams, which design and implement community action plans designed to ameliorate locally-identified barriers to effective transition from school to adult life.

TARGET: At least one-half of the 15 to 18 targeted communities will be rurally-based and/or located on Native American reservations. Priority will be given to the selection of rural communities, communities containing an extremely high proportion of minority or traditionally unserved/underserved youth, and communities located on Native American reservations.

APPROACH: Replicating the Community Transition Team Model developed by Halpern and Benz is the general purpose of Local Community Transition Teams. This approach identifies local needs and gaps in service programs, policies or procedures which impede youth with disabilities from achieving locally-valued outcomes and opportunities. Once identified, the function of the LCTTs are to develop and implement locally-based systems change strategies for ameliorating the identified needs. These teams, comprised of parents, educators, and adult agency representatives, are provided with technical assistance and financial support throughout the project.

OUTCOMES: During the project, the following benefits are expected:

(1) 15-18 Local Community Transition Teams will be developed, sustained, and

supported.
(2) An Individualized Transition Planning Process will be developed and implemented in LCTT communities.
(3) Leadership Institutes will be conducted for the 15-18 LCTT Team Leaders, resulting in improvements in their leadership and training skills.
(4) A total of 15 topical resource packets on transition planning and services will be developed and disseminated statewide;
(5) Teachers, school administrators, parents, individuals with disabilities, and adult service agency representatives will enjoy greater access to resource material and experts in transition through the development of a resource network.

PROJECT PARTICIPANTS:
Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 9,000

Professionals/parents receiving services (training) through project activities:
Child/individual with special needs - 18
Parents - 18 Personnel - 450
Service delivery system - 180

PROJECT EVALUATION PLAN:
Evaluation Approach(es): System analysis, Goal-based, Goal-free, Professional review

Type of Data/Information Being Collected:
On Employers: Characteristics/demographics, Degree of collaboration between project and employers, Employer satisfaction with project activities, Project impact on employers
On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Provider satisfaction with project activities, Project impact on providers

Instrumentation:
Commercially Available Instruments Used by Projects:
Community Transition Team Model Needs Assessment Instrument
Locally/Project-Developed Instruments:
IEP/Transition Services Rating Form, Evaluation Instruments: Transition Team Leader Self-Report Transition Team Member Peer Questionnaire

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board, Third-party evaluator, Participating members of local community transition teams

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, OSERS, Advisory Board, State Agency, AZ Department of Education, AZ State Board of Education, All Organizations/Entites Participations in Local Community Transition Teams

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/92
Newsletter	10/30/92
Journal articles	09/30/95
Compendium of LCTT	09/30/95
Transition Resource Library	09/30/94
Individualized Transition Planning Format	08/30/93

GRANT NUMBER : H158Q10019

PROJECT TITLE:
"Bridges" from School to Work

PROJECT DIRECTOR:
Mark R. Donovan

MAILING ADDRESS:
Marriott Foundation For
People With Disabilities
Marriott Drive
Washington, DC 20058

TELEPHONE #: 301-308-7771

INSTITUTE #: 289

COMPETITION #: 84.158Q

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: The purpose of this project is to replicate the Marriott Foundation's "Bridges" transition model in Washington, DC and Los Angeles, CA.

TARGET: The targeted population is students with disabilities in their final year of high school. A second target is the business community in each of those cities to present them with disability awareness training and assistance in hiring and working with people with disabilities.

APPROACH: The Bridges model has two primary objectives: to provide students with job experience and training that will enhance their future employment potential and to help local employers gain access to this source of employees and learn to work with effectively. The project is administered through a community-based agency which works to establish successful job matches between local businesses and youth who have a wide range of disabilities, skills and interests. The model provides (1) work orientation training to youth and their families, (2) training for managers and co-workers to learn about people with disabilities in workplace and (3) on site technical assistance provided by professional staff who have been trained to assist employers and young adults through the employment process.

OUTCOMES: During FY 91-92, Bridges is being replicated in Washington DC. To date,39 students have participated in that program. Twenty-eight of these have been placed into competitive jobs with local employers. In addition, over 100 employers have received disability awareness training and are potential future employers. At least this number will be served in the Fall 1992 cycle of the program.

Type of Evaluation Reporting and Audience:

Type: Executive summary

Audience: Consumers, OSERS, Advisory Board, State Agency, AZ Department of Education, AZ State Board of Education, All Organizations/Entites Participations in Local Community Transition Teams

PROJECT PRODUCTS:

Product	Date Available
Brochure	09/30/92
Newsletter	10/30/92
Journal articles	09/30/95
Compendium of LCTT	09/30/95
Transition Resource Library	09/30/94
Individualized Transition Planning Format	08/30/93

GRANT NUMBER : H158Q10019

PROJECT TITLE:
"Bridges" from School to Work

PROJECT DIRECTOR:
Mark R. Donovan

MAILING ADDRESS:
Marriott Foundation For
People With Disabilities
Marriott Drive
Washington, DC 20058

TELEPHONE #: 301-308-7771

INSTITUTE #: 289

COMPETITION #: 84.158Q

PROJECT START DATE: 09/01/91
PROJECT END DATE: 08/31/94

PRIMARY GRANTEE:
Private, Nonprofit Service Agency

GEOGRAPHIC AREA SERVED:
City (100,000+)

PUBLIC TRANSPORTATION: Yes

PROJECT ABSTRACT:

PURPOSE: The purpose of this project is to replicate the Marriott Foundation's "Bridges" transition model in Washington, DC and Los Angeles, CA.

TARGET: The targeted population is students with disabilities in their final year of high school. A second target is the business community in each of those cities to present them with disability awareness training and assistance in hiring and working with people with disabilities.

APPROACH: The Bridges model has two primary objectives: to provide students with job experience and training that will enhance their future employment potential and to help local employers gain access to this source of employees and learn to work with effectively. The project is administered through a community-based agency which works to establish successful job matches between local businesses and youth who have a wide range of disabilities, skills and interests. The model provides (1) work orientation training to youth and their families, (2) training for managers and co-workers to learn about people with disabilities in workplace and (3) on site technical assistance provided by professional staff who have been trained to assist employers and young adults through the employment process.

OUTCOMES: During FY 91-92, Bridges is being replicated in Washington DC. To date,39 students have participated in that program. Twenty-eight of these have been placed into competitive jobs with local employers. In addition, over 100 employers have received disability awareness training and are potential future employers. At least this number will be served in the Fall 1992 cycle of the program.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 45

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 39

Handicapping Condition	No. Served	Age Range
Behavioral Disorders	1	
Learning Disability	19	18+
Mental Retardation	15	18+
Multiple Handicap	2	18+
Physical Disability	2	18+
Visual Impairment	6	12+

Professionals/parents receiving services (training) through project activities:

Child/individual with special needs - 39

Families - 50

Personnel - 105

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Data collection

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Educational background, Assessment results, Prior work experience, Degree of integration, Employment outcomes, Residential outcomes, Student/Client satisfaction with services/outcomes obtained, Satisfaction of significant others with student/client progress or status

On Employers: Characteristics/demographics, Amount of direct service to employer, Employer satisfaction with project activities

Instrumentation:

Locally/Project-Developed Instruments:

Internship LOG, Referral Form; Interview Skills Checklist; Job Screening Form; Job Compatibility Checklist, Performance Appraisal; Internship Evaluation-Intern; Internship Evaluation, Placement Form; Applicant Interview Record Application, Referral Form

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report, Executive summary

Audience: OSERS, Transition Institute, Advisory Board, Transition Center

PROJECT PRODUCTS:

Product	Date Available
Brochure	04/30/92
Training manual	06/30/92
Project-developed instruments	04/30/92
Videotape	Not Indicated
Replication manual	06/30/92

GRANT NUMBER : H158Q10001

PROJECT TITLE:
Multi-District Outreach of Transition

PROJECT DIRECTOR:
Dr. Paul Alberto

MAILING ADDRESS:
Georgia State University
Dept. of Special Education
University Plaza
Atlanta, GA 30303

TELEPHONE #: 404-651-2310

INSTITUTE #: 290

COMPETITION #: 84.158Q

PROJECT START DATE: 10/01/91
PROJECT END DATE: 09/30/94

PRIMARY GRANTEE:
Four-Year Institution

GEOGRAPHIC AREA SERVED:
Region within a state

PUBLIC TRANSPORTATION: No

PROJECT ABSTRACT:

PURPOSE: This program is designed to assist secondary school programs in establishing community-based vocational training experiences and promoting interagency cooperation for transitioning students with severe disabilities into supported employment.

TARGET: Secondary school-aged students with severe disabilities.

APPROACH: Goal-based.

OUTCOMES: (1) Development and implementation of community-based vocational instruction programs in a select group of school systems in Georgia.

(2) Development of local interagency transition teams in the targeted school systems.

(3) Inservice training for teachers, assistants, and administrators in the targeted school programs.

PROJECT PARTICIPANTS:

Estimated number of youths and/or adults with handicapping conditions impacted by direct services over entire funding period: 500

Estimated number of youths and/or adults with handicapping conditions receiving direct services over entire funding period: 200

Handicapping Condition	No. Served	Age Range
Autism	20	12+
Mental Retardation	180	12+

Professionals/parents receiving services (training) through project activities:

Families - 100
Personnel - 535
Parents - 100
Service delivery system - 85

PROJECT EVALUATION PLAN:

Evaluation Approach(es): Goal-based

Type of Data/Information Being Collected:

On Students/Clients: Intake/referral information, Type or extent of services rendered, Demographic, Assessment results, Progress in educational program, Prior work experience, Progress in employment training programs, Degree of integration, Employment outcomes, Residential outcomes

On Employers: Characteristics/demographics

On Postsecondary Education: Characteristics/demographics, Degree of collaboration between project and providers, Amount of direct service to providers, Project impact on providers

Personnel Involved in Evaluation: Project director, Project coordinator, Project staff, Advisory board

Type of Evaluation Reporting and Audience:

Type: Formal evaluation report
Audience: OSERS, Transition Institute

PROJECT PRODUCTS:

Product	Date Available
Brochure	Not Indicated
Project-developed instruments	Not Indicated
Slide presentation	Not Indicated
Journal articles	Not Indicated
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TI # ______

TRANSITION RESEARCH INSTITUTE AT ILLINOIS
PROJECT CHARACTERISTICS QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING INFORMATION FOR INCLUSION IN THE COMPENDIUM OF PROJECT PROFILES 1992.

I. PROJECT DEMOGRAPHICS

Project Title: ______

Institution: ______

Project Director: ______

Project Coordinator: ______

Contact Person: ______

Mailing Address: ______

______

______

______
City State Zip

Telephone: ______ OSERS Competition No. (e.g.,84.078C): ______

Grant Number: ______ Special Net User ID: ______

Project Begin Date: ______ Project Termination Date: ______

Key Person	% Time	Key Person	% Time

Fiscal Year Data:

Year	Requested	Recommended	Actual

Project Officer: ______

II. AGENCY DESCRIPTION

INDICATE WHICH AGENCY IS THE PRIMARY GRANTEE (CIRCLE ONE).

INDICATE ANY COOPERATING AGENCIES/GROUPS INVOLVED IN YOUR PROJECT (CIRCLE ALL THAT APPLY).

AGENCIES/GROUPS	Primary Grantee Circle One	Cooperating Agencies Circle all that apply
A. Association, Professional Organization	1	2
B. College or University		
1. Four Year Institution	1	2
2. Community or Two Year	1	2
3. Historically Black	1	2
4. University Affiliated Program	1	2
C. Consumer/Advocacy Organization	1	2
D. Education Agency		
1. Intermediate Education Agency	1	2
2. Local Education Agency	1	2
3. State Education Agency	1	2
4. Tribal Education	1	2
E. For Profit, Proprietary Organization	1	2
F. Health Agency		
1. Hospital	1	2
2. Regional or Local Health Agency	1	2
3. State Health Agency	1	2
4. University Medical Center	1	2
G. Mental Health/Developmental Disabilities Agency	1	2
H. Other Public Agency	1	2

II. AGENCY DESCRIPTION (cont'd)

AGENCIES/GROUPS	Primary Grantee Circle One	Cooperating Agencies Circle all that apply
I. Private, Non-Profit Service Agency	1	2
J. Research Organization (Private)	1	2
K. Rehabilitation Agency	1	2
L. Residential Facility		
1. Education Facility	1	2
2. Nursing Home	1	2
3. Independent Living Center	1	2
4. Rehabilitation Facility	1	2
M. Other Organization	1	2

III. GEOGRAPHIC AREA SERVED

PLEASE INDICATE THE GEOGRAPHIC AREA THAT MOST CLOSELY DEFINES THE SCOPE OF YOUR PROJECT.

AREAS	CIRCLE ONE
A. Island	1
B. Remote	2
C. Rural (2,500 - 10,000)	3
D. Suburban (10,000 - 50,000)	4
E. Urban (50,000 - 100,000)	5
F. City (100,000+)	6
G. A county	7
H. A region within a state (i.e., more than one county)	8
I. A state	9
J. A region of the nation (i.e., more than one state)	10
K. National	11

IV. ACCESS TO PUBLIC TRANSPORTATION

DO THE MAJORITY OF THE GEOGRPAHIC AREAS SERVED BY YOUR PROJECT HAVE PUBLIC TRANSPORTATION? PLEASE CIRCLE ONE: YES NO

V. PROJECT ABSTRACTS (DEMONSTRATION PROJECT, MODEL, INNOVATION OR VALIDATION)

PLEASE USE THE FOLLOWING FORMAT TO DESCRIBE THE ABSTRACT FOR YOUR PROJECT.

Purpose: (One sentence)
Target:
Approach: (Of the model)
Outcomes: (Example: During FY91-92 (1) implementation of a peer tutoring program with 20 students, (2) inservice training for teachers, (3) development of a training manual for use in inservice.)

Project Abstract:

Purpose:

Target:

Approach:

Outcomes:

VI. CURRENT FOCUS OF PROJECT ACTIVITIES (1991-92)

IDENTIFY BARRIERS TO PROGRAM SUCCESS ENCOUNTERED DURING 1991-92 AND DESCRIBE HOW YOU HAVE DEALT WITH THEM.

EXAMPLE: A. Inadequate curriculum A. Developed own curriculum

BARRIERS	REMEDIATION STRATEGIES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

VII. PROJECT PARTICIPANTS

A. ESTIMATED NUMBER OF YOUTHS WITH DISABILITIES RECEIVING DIRECT SERVICE(S) FROM YOUR PROJECT DURING THE ENTIRE FUNDING PERIOD: ____________________.

B. ESTIMATED NUMBER OF YOUTHS WITH DISABILITIES IMPACTED BY YOUR PROJECT DURING THE ENTIRE FUNDING PERIOD: ________________________.

C. DESCRIPTION OF TARGET POPULATION: (Please check all that apply.)

POPULATIONS SERVED
1. American Indian/ Native American
2. Asian
3. Black
4. Hispanic
5. Pacific/ Native Hawaiian
6. White
7. Mix of groups (e.g., Black and Hispanic)
8. Other

LEVEL OF SEVERITY
1. Mild
2. Moderate
3. Severe/Profound
4. Not specified
5. Not Relevant

Please read the following list of disabilities before answering. Choose the categories that most closely describe the population served by your project during the ENTIRE funding period. Indicate the number of individuals served and the age range [ELE (6-11), INF (up to 2), POS (18-Adult), PRE (3-5), SEC (12-17), All age, Not specified] for each category. For individuals having more than one disability, indicate either the primary condition or multiple handicap. Please **do not** include any individual in more than one category.

DISABILITIES	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
At-Risk Infants/Toddlers	---------------	-------
Biological		
Environmental		
Autistic		
Behavioral Disorders		
Blind		
Chronic Mental Illness		
Deaf		
Deaf-Blind		
Developmentally Delayed		
Dropouts		

VII. PROJECT PARTICIPANTS (cont'd)

DISABILITIES	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Economically Disadvantaged		
Hard of Hearing - Hearing Impaired		
Learning Disabled		
Mentally Retarded		
Multi-Handicapped		
Orthopedic Disability	---------------	-------
Cerebral Palsy		
Spina Bifida		
Spinal Cord Injury		
Other Health Impaired	---------------	-------
Aids or Aids Complex		
Cancer		
Epilepsy		
Inner Cranial Hemorrhage		
Low Birth Weight		
Medically Fragile		
Substance Abuse Withdrawal		
Technology Dependent		
Traumatic Head Injury (Including TBI)		
Physical Disability		
Seriously Emotionally Disturbed		
Speech/Language Impaired	--------------	-------
Articulation Disorder		

VII. PROJECT PARTICIPANTS (cont'd)

DISABILITIES	NUMBER OF INDIVIDUALS SERVED	AGE RANGE
Cleft Palate		
Language Disorder		
Visual Impairment		
Several Disabilities Addressed in One Project		
Not Specified		

VIII. RELATED SERVICE/TRAINING FOR TARGETED AUDIENCES

INDICATE THE NUMBER OF INDIVIDUALS RECEIVING DIRECT TRAINING THROUGH PROJECT ACTIVITIES (e.g., INSERVICE TRAINING, WORKSHOPS)

GROUPS	NUMBER
A. Child/Individual with Special Needs	
B. Families	
C. Parents	------
1. Abusive	
2. Adolescent	
3. Disabled	
4. Limited English Proficiency	
5. Migrant	
6. Single	
7. Substance Abusing	
8. Surrogate	
D. Personnel	------
1. Adult Service Providers	
2. Caregivers	
3. Case Managers	
4. Education Personnel	
5. Employers	
6. Head Start Personnel	
7. Health Professionals	
8. Home Visitors	
9. Job Coaches	
10. Medical Personnel	

VIII. RELATED SERVICE/TRAINING TARGET (cont'd)

GROUPS	NUMBER
11. Paraprofessionals	
12. Peer/Co-workers	
13. Recreation Personnel	
14. Rehabilitation Personnel	
15. Related Services Personnel	
16. Special Education Personnel	
17. Vocational Educators	
E. Service Delivery System	------
1. Community Health	
2. Community Mental Health	
3. Community Recreation	
4. Community Social Services	
5. Interagency Coordinating Council	
6. Local Education	
7. State Development Disabilities	
8. State Education	
9. State Health	
10. State Human	
11. State Mental Health	
12. State Rehabilitation	
13. Other Service Delivery System	

IX. CONTENT AREA

PLEASE MARK ALL THAT APPLY TO THE CONTENT AREA OF YOUR PROJECT.

AREA	CHECK ALL THAT APPLY
Accessibility	
Arts	
Assessment	------
Adaptive Behavior Assessment	
Auditory Assessment	
Cognitive Assessment	
Family Assessment	
Language Assessment	
Motor Assessment	
Needs Assessment	
Social Assessment	
Vision Assessment	
Vocational/Career Assessment	
Attitudes	------
Attitudes Toward School	
Community/Public Attitudes	
Parent/Caregiver Attitudes	
Peer Attitudes	
Self-attitudes/Self-concept	
Sibling Attitudes	
Teacher/Service Provider Attitudes	
Captioning	------
Caption Characteristics	

IX. **CONTENT AREA (cont'd)**

AREA	CHECK ALL THAT APPLY
Captioned Film	
Captioned Television	
Career Opportunities (post-secondary)	------
Internships	
Mentoring	
Orientation	
Placement	
Planning	
Case Management	
Child-Caregiver Interaction	
Child Identification/Screening	
Clinical Skills	
Collaboration/Coordination	------
Interagency Agreements	
Interagency Coordination	
Linkage Development	
Outreach	
Referral	
Cultural Diversity	
Curriculum	
Descriptive Video	
Dissemination	
Early Childhood Transitions	
Eligibility	
Extended School Year	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Family/Friend Network	
Finance	------
Costs	
State Funding Formula	
Funding Sources	
Follow-up/Tracking	
Functional Self-help Skills	
Generalization	
Independent/Community Living Skills	
Individualized Education Plan	
Individualized Family Service Plan	
Individualized Transition Plan	
Information Resources/Central Directory	
Inservice Training Strategies	
Instructional Approach or Strategy	
Job/Employment Preparation	------
Job Club	
Job Coach	
Job Development	
Job Employment Counseling	
Job Modification	
Job Placement	
Job Training	
Vocational/Career Education	
Work Experience	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Language Development Skills	
Learning to Learn Skills or Strategies	
Literacy Skills	
Literature Reviews/Syntheses	
Least Restrictive Environment (Mainstreaming, integration)	
Mobility/Motor Skills	
Nonvocal Communication	
Parent/Family	------
Family-centered Services	
Parent as Teacher	
Parent Involvement	
Parent Training Strategies	
Personnel	------
Certification/Competencies	
Recruitment/Retention	
Physical Education	
Policy Development/Analysis	
Preservice Training Strategies	
Procedural Safeguards	
Pupil Outcomes	
Recreation and Leisure	
Related Services	
Audiology	
Counseling	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Early Identification, Screening & Assessment Services	
Family Training/Counseling	
Health Services	
Medical	
Occupational Therapy	
Physical Therapy	
Psychological Services	
Speech Pathology	
Transportation	
Respite Care	
School/Service System Organization	
Screening/Identification	
Secondary Transition	
Self-Determination Skills	------
Assertiveness	
Creativity	
Decision-making, Goal Setting	
Role Models	
Self-advocacy	
Self-concept/Self-esteem	
Understanding Rights/Responsibilities	
Social Development Skills	
Substance Abuse	

IX. CONTENT AREA (cont'd)

AREA	CHECK ALL THAT APPLY
Support Services	------
Administrative Support	
Co-worker Support	
Mentor	
Support Group/Network	
Teacher Training Methods	
Technical Assistance/Consultation	
Technology	------
Assistive-Augmentive	
Computer Assisted Instruction	
Computer/Student Interface	
Decoder	
Software	
Training/Awareness	------
Accommodating Disabilities	
Inservice Strategies	
Teacher Training Methods	

X. SETTINGS

PLEASE MARK ALL THAT APPLY TO THE SETTINGS OF YOUR PROJECT.

SETTINGS	CHECK ALL THAT APPLY
Adult Services	
Clinic	------
Medical Services	
Related Services	
Community	------
Community Based Training Site	
Independent Living Facility	
Day Care Setting	------
Day Care Center	
Employer Sponsored Day Care	
Family Day Care	
Experimental or Research	
Home Based Early Intervention/Preschool Services	------
Itinerant Direct Services	
Parent Training	
Homebound Instruction	
Hospital Setting	------
NICU	
PICU	
Other Hospital Setting	
Postsecondary Institution	------
Four Year College or University	
Trade School/Proprietary Institution	

X. SETTINGS (cont'd)

SETTINGS	CHECK ALL THAT APPLY
Two Year College	
Preschool Program	------
Cooperative	
Head Start	
Privately Funded Preschool	
Publicly Funded Preschool	
University Affiliated Program	
Private Day School	
Program Operated by Other Public Agency	
Regular Education Class	
Residential School or Facility	
Resource Room	
Self-contained Class in Regular School	
Special Day School	
Waiting List/No Services	
Workplace	------
Competitive Employment	
Sheltered Employment	
Supported Employment	
Vocational Training Site	
Other Setting	
Setting Not Relevant	

XI. EVALUATION APPROACH

PLEASE INDICATE THE TYPE OF EVALUATION APPROACH(ES) USED. CHECK ALL THAT APPLY.

☐ A. SYSTEM ANALYSIS

An approach that gathers information on planning, monitoring, impact, and costs of a program. Examples of evaluation models under this approach include control group, cost effectiveness, quasi experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experimental design, time series, frequency counts.

☐ B. GOAL BASED

An approach that incorporates the use of goals and a set of objectives to achieve a specific outcome. Examples of goal-based models include Discrepancy Evaluation Model (DEM), Goal Attainment Scaling, Management by Objectives.

☐ C. GOAL FREE

An approach that ascertains all program outcomes, not just the ones intended by the program personnel. Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

☐ D. DECISION MAKING

An approach concerned with the criterion of utility: Which information will be most useful? This approach underscores evaluation as a practical activity. Examples of decision-making models include CIPP (Context, Inputs, Process, Products) Concerns-Based Adoption Model (CBAM).

☐ E. CONNOISSEURSHIP

An approach that employs a single expert as the judge of program quality. Examples of connoisseurship models include art criticism, file review.

☐ F. PROFESSIONAL REVIEW

An approach that employs members of a profession to judge the activities of their peers. It can include both internal and external professional review systems. One example of professional review is advisory board review.

☐ G. QUASI LEGAL

An approach that incorporates the procedures and authority of law. Examples of quasi legal approaches include blue ribbon panels, most types of public hearings, mock trials, and judicial (adversarial) evaluation.

☐ H. CASE STUDY

A narrative account of the actors and actions associated with the day to day running of a program. Emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success. Examples of case study strategies include journalistic accounts and ethnographies.

☐ I. OTHER

(Please specify type) ______________________________

____

____

XII. TYPE OF EVALUATION DATA/INFORMATION COLLECTED

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

STUDENTS/CLIENTS	Yes	No
A. Intake/referral information (e.g., referral agent, number referred, method)	1	2
B. Type or extent of services rendered (e.g., contact hours, attendance counts, history of agency contacts)	1	2
C. Demographics (e.g., age, race, sex)	1	2
D. Educational background (e.g., school attendance, GPA, credits/degrees earned)	1	2
E. Assessment results (e.g., behavioral, vocational, academic, psychological, medical)	1	2
F. Progress in educational program (e.g., objectives completed, grades, credits earned, level of support services)	1	2
G. Prior work experience (e.g., job types, hours worked, wages, reason for leaving)	1	2
H. Progress in employment training programs (e.g., situational assessments, competency levels attained, placement, work behavior)	1	2
I. Degree of integration (e.g., contact with nonhandicapped peers, use of community services, co-worker involvement)	1	2
J. Postsecondary outcomes (e.g., completion of program, achievement scores, college enrollment, degrees earned)	1	2
K. Employment outcomes (e.g., length of employment, wages, advancement, type of employment)	1	2
L. Residential outcomes (e.g., type of residence, degree of supervision, acquisition/maintenance of daily living skills)	1	2
M. Student/client satisfaction with services/outcomes obtained	1	2
N. Satisfaction of significant others with student/client progress or status	1	2

O. Other student/client data collected (specify) ______________________________

____

____

XII. TYPE OF EVALUATION DATA/INFORMATION COLLECTED (cont'd)

PLEASE INDICATE WHAT TYPE OF EVALUATION DATA OR INFORMATION IS BEING COLLECTED BY CIRCLING THE APPROPRIATE ANSWER FOR EACH ITEM BELOW.

EMPLOYERS	Yes	No
A. Characteristics/demographics (e.g., type of business, number of employees, on-the-job training)	1	2
B. Degree of collaboration between project and employers (e.g., financial incentives, wage reimbursement, cooperative training)	1	2
C. Amount of direct service to employer (e.g., training of supervisors, employer contacts, job coach hours)	1	2
D. Employer satisfaction with project activities	1	2
E. Project impact on employers (e.g., post placement hires, attitude/acceptance level, integration, advocacy)	1	2
F. Other employer data collected (specify) ____________________		

POSTSECONDARY EDUCATION/TRAINING PROVIDERS	Yes	No
A. Characteristics/demographics (e.g., type of training/agency, support services provided, accessibility)	1	2
B. Degree of collaboration between project and providers (e.g., teacher training, support services, financial incentives)	1	2
C. Amount of direct service to provider (e.g., inservice training, devising adaptive equipment, assessment)	1	2
D. Provider satisfaction with project activities	1	2
E. Project impact on providers (e.g., personnel hired, specialized programs developed, recruitment of students with handicaps)	1	2
F. Other postsecondary provider data collected (specify) ____________________		

XIII. INSTRUMENTATION

PLEASE INDICATE THE NAME(S) OF THE INSTRUMENT(S) USED BY YOUR PROJECT TO ASSESS SPECIFIC COMPETENCY AREAS. SPECIFY TITLE.

COMMERCIALLY AVAILABLE INSTRUMENTS USED BY PROJECT	
COMPETENCY ASSESSED	NAME OF INSTRUMENT
General Ability/Intelligence (e.g., WAIS-R, WISC-R)	
Special Aptitude (e.g., Bennett Mechanical Comprehension, Crawford Small Parts Dexterity)	
Vocational Skills (e.g., Vocational Assessment and Curriculum Guide, VALPAR)	
Language (e.g., Peabody Picture Vocabulary Test, Test of Written Language)	
Adaptive Behavior/Survival Skills (e.g., Vineland Adaptive Behavior Scales, Street Survival Skills Questionnaire)	
Social Skills (e.g., Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation-Behavior	
Career Interest (e.g., Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
Daily Living Skills (e.g., Coping Master Scales, Leisure Time Activities Scale)	
Dexterity/Manual Skills (e.g., Purdue Pegboard, Bender Gestalt)	
Personality (e.g., Piers Harris Self Concept, 16 Personality Factor Questionnaire)	
Academic Achievement (e.g., Wide Range Achievement Test, Peabody Individual Achievement Test)	
Other (e.g., Functional Assessment Inventory Lifestyle Satisfaction Scale	

XIII. INSTRUMENTATION (cont'd)

IDENTIFY LOCALLY-DEVELOPED OR PROJECT-DEVELOPED ASSESSMENT INSTRUMENTS AND/OR EVALUATION ITEMS. SPECIFY TITLE AND/OR USE.

LOCALLY/PROJECT-DEVELOPED INSTRUMENTS	
TYPE	NAME AND/OR USE OF INSTRUMENT
Observation Forms (e.g., Daily Living Skills Observation Form, Work Behavior Observation Form)	
Checklists (e.g., Independent Living Skills Checklist, Learning Disability Behavior Checklist	
Rating Scale (e.g., Employer Satisfaction Rating Scale, Conference Evaluation Rating Scale	
Interview (e.g., Intake Interview, Teacher Interview)	
Survey (e.g., Needs Assessment Survey, Parent Survey	
Questionnaire (e.g., Process Evaluation Questionnaire, Intellectual Achievement Response Questionnaire	
Other (e.g., High School Referral Form, Employer Contact Long)	

XIV. EVALUATION PERSONNEL

INDICATE THE PERSONNEL INVOLVED IN EVALUATION ACTIVITIES. INCLUDE THE FULL TIME EQUIVALENT (FTE) FOR THESE STAFF (i.e., 1.0 FTE = full time, .50 FTE = half time, .25 FTE = quarter time).

ARE THESE STAFF INVOLVED IN EVALUATION?	YES	NO	FTE
	Circle all that apply.		
A. Project Director	1	2	
B. Project Coordinator	1	2	
C. Project Staff	1	2	
D. Advisory Board	1	2	
E. Third-Party Evaluator (outside agency)	1	2	
F. Staff Evaluator (inside agency)	1	2	
G. Other (specify) ______________________			

XV. EVALUATION REPORTING

INDICATE THE TYPE OF REPORT AND THE INTENDED AUDIENCE FOR YOUR EVALUATION RESULTS.

ARE THESE FORMS USED FOR REPORTING?	YES	NO
	Circle all that apply.	
A. Formal Evaluation Report	1	2
B. Executive Summary	1	2
C. Brochure/Pamphlet	1	2
D. Other (specify) ______________________		

XV. EVALUATION REPORTING (cont'd)

ARE THESE GROUPS PART OF YOUR EVALUATION AUDIENCE?	YES Circle all that apply.	NO
A. Consumers	1	2
B. OSERS	1	2
C. Transition Institute	1	2
D. Advisory Board	1	2
E. State Agency (specify) ______	1	2
F. Other Boards or Panels (specify) ______	1	2
G. Other Agencies (specify) ______	1	2
H. Other (specify) ______		

XVI. PROJECT PRODUCTS

INDICATE WHETHER THE FOLLOWING PRODUCTS WILL BE PRODUCED BY YOUR PROJECT. CIRCLE ALL THAT APPLY. FOR EACH OF THE PRODUCTS CONFIRMED, INDICATE THE DATE THEY WILL BE AVAILABLE.

PRODUCTS	YES	NO	Date Available (mo/yr)
	Circle all that apply.		
A. Brochure	1	2	
B. Newletter	1	2	
C. Parent Handbook	1	2	
D. Student Handbook	1	2	
E. Training Manual	1	2	
F. Project Developed Instruments	1	2	
G. Slide Presentation	1	2	
H. Video Tape	1	2	
I. Curricula	1	2	
J. Journal Articles	1	2	
K. Replication Manual	1	2	
L. Other (specify) ______________________________			

XVII. PROJECT OBJECTIVES

INDICATE YOUR PROJECT OBJECTIVES BY CIRCLING THE APPROPRIATE CODE FOR EACH ITEM.

0 = NOT AN OBJECTIVE OF THE PROJECT
1 = A FORMAL OBJECTIVE OF THE PROJECT THAT WAS STATED IN THE PROJECT PROPOSAL
2 = A PROJECT OBJECTIVE THAT WAS ADDED AFTER PROJECT IMPLEMENTATION (i.e., NOT WRITTEN IN THE PROJECT PROPOSAL)

OBJECTIVES	OBJECTIVE IN PROPOSAL	OBJECTIVE NOT IN PROPOSAL	OBJECTIVE NOT ADDRESSED
ASSESSMENT AND REFERRAL			
A. Refer students	1	2	0
B. Determine eligibility/ service needs	1	2	0
C. Assess students	1	2	0
PLACEMENT/FOLLOW-UP			
D. Place students into competitive employment	1	2	0
E. Place students into supported employment	1	2	0
F. Place students into postsecondary employment	1	2	0
G. Place students into postsecondary training	1	2	0
H. Provide follow-up services to project participants	1	2	0
TRAINING/EDUCATION			
I. Train students - vocational	1	2	0
J. Train students - nonvocational (e.g., academic, personal-social, living skills)	1	2	0
K. Train students after job placement	1	2	0
COUNSELING			
L. Provide career exploration	1	2	0
M. Counsel students (specify type)	1	2	0
N. Develop peer support groups (specify type)	1	2	0
O. Provide case management	1	2	0

XVII. PROJECT OBJECTIVES (cont'd)

OBJECTIVES	OBJECTIVE IN PROPOSAL	OBJECTIVE NOT IN PROPOSAL	OBJECTIVE NOT ADDRESSED
PROGRAM DEVELOPMENT			
P. Develop curricula	1	2	0
Q. Develop instruments	1	2	0
R. Develop and implement a service delivery model	1	2	0
S. Develop computerized management information system (e.g., student tracking) specify: ____________________ ____________________	1	2	0
T. Develop training packages (specify) ____________________ ____________________	1	2	0
DISSEMINATION/REPLICATION			
U. Replicate project model in another state	1	2	0
V. Develop/disseminate product(s)	1	2	0
W. Disseminate information through conferences, articles, etc.	1	2	0
X. Provide technical assistance	1	2	0
Y. Identify continuation strategies/resources	1	2	0
Z. Conduct conferences/seminars for dissemination/ replication purposes	1	2	0
AGENCY COORDINATION			
AA. Develop interagency agreements	1	2	0
BB. Develop network among service providers	1	2	0
CC. Conduct transition needs assessment	1	2	0
MANPOWER TRAINING			
DD. Train parents, professionals, paraprofessionals, peer tutors	1	2	0
EE. Conduct workshops, conferences, inservices	1	2	0
FF. Train employment related staff (e.g., job coaches, supervisor)	1	2	0

XVII. PROJECT OBJECTIVES (cont'd)

OBJECTIVES	OBJECTIVE IN PROPOSAL	OBJECTIVE NOT IN PROPOSAL	OBJECTIVE NOT ADDRESSED
RESEARCH			
GG. Conduct library research	1	2	0
HH. Conduct empirical research	1	2	0
II. Conduct follow-up studies	1	2	0
JJ. Other (specify):	1	2	0
	1	2	0
	1	2	0
	1	2	0

TRANSITION RESEARCH INSTITUTE AT ILLINOIS
EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information on your expired transition project for inclusion in the Compendium of Project Profiles 1992.

I. IDENTIFYING INFORMATION

Project Title: ____________________

Contact Person: ____________________

Mail Address: ____________________

____

____
City State Zip

Telephone: ( ) ____________________

TI #: ____________________

Competition #: ____________________

Date Federal Funding Expired: ____________________

Expiration Date of "No Cost Extension" (if applicable): ____________________

II. CURRENT FOCUS OF PROJECT CONTINUATION ACTIVITIES (1991-92).

What activities are projected for this year? For example: during 1991-92 (1) implementation of peer tutoring program with 20 new students; (2) increase inservice training for postsecondary faculty members; (3) disseminate training manuals to job coach training programs.

III. PROJECT COMPONENTS BEING CONTINUED

Please list the components of your model program that are being continued by referencing the examples given below. If the following list does not contain a reference to one of your components, please identify the component(s) in your own words. For each continuing component indicate (1) the agency through which the component is being administered (see list of possible agencies); and (2) the contact person at the specific agency.

FREQUENTLY IDENTIFIED PROGRAM COMPONENTS: Intake/eligibility determination, assessment, referral, placement, follow-up, training, education, counseling, program refinement/revision, dissemination, replication, agency coordination, manpower training, research.

POSSIBLE ADMINISTERING AGENCIES: Public secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential facility, private non-profit agency, profit making agency, research institute, city/county government, state agency (e.g., V.R., DD, SEA), federal agency (e.g., OSERS, DOL, ADD).

Program Components	Administering Agency	Agency Contact Person Address and Phone No.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

IV. PROJECT PRODUCTS

Indicate project products currently available for dissemination. If a product is not directly available from your project but is being distributed through a publisher or clearinghouse, please indicate ordering information. If a descriptive product list is available, please attach it.

Product Codes

B - Brochure
N - Newsletter
PH - Parent Handbook
SH - Student Handbook
TM - Training Manual
I - Project Developed Instruments

S - Slide Presentation
V - Video Tape
C - Curricula
A - Journal Articles/Monographs
RM - Replication Manual
O - Other

Code	Descriptive Title	Price	Order From

July, 1992

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for
Project Directors

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Secondary Transition Intervention Effectiveness Institute

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84.023G Handicapped Children's Model Demonstration Program: Post-Secondary Projects

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Secondary Transition Intervention Effectiveness Institute

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